

# A Report on the Status of Canadian Labour History Teaching

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## *Section 1*

### *Introduction and Methodology*

In May 2006, the “Work and Society in Historical Perspective Research Network” passed a motion to prepare a “Report on the Status of Canadian Labour History Teaching.” The report, intended as a resource for Canadian Labour History scholars, is being published as the Second Occasional Paper by the Concordia Oral History Research Laboratory and will also be posted on the web. The purpose of the study is to establish where Canadian Labour History is being taught in Canada. The report has two main emphases: a catalogue of course descriptions and a collection of complete syllabi. The criteria for inclusion were fairly rigid. Only courses that relate primarily to Canadian Labour/Working Class History were examined, while other courses that deal only partially or peripherally with the subject were not.

Given that many universities post their course calendars on the web, the report was prepared throughout September-November 2006 by visiting university websites from coast to coast to catalogue course descriptions. In some cases, universities did not post calendars *per se*, but rather the Departments of History/Labour Studies posted courses available in the current calendar year. At several university websites no course descriptions were available at all. This methodological challenge almost ensures that the report is incomplete, but it represents an improvement over our prior knowledge of the status of Labour History teaching in Canada.<sup>1</sup>

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<sup>1</sup> For information on a previous effort by the Canadian Committee on Labour History visit: <http://www.mun.ca/cclh/llt/teach/index.html>

While visiting university web sites, I also consulted email directories to collect addresses for a group of Labour History professors provided by Professor Steven High, CRC at Concordia University. In cases where email addresses were unavailable, I procured the email address for the Department Chair. I emailed these individuals to invite them to submit their syllabi/course descriptions for Canadian Labour/Working Class History courses. Subsequently, Professor Joan Sangster sent out the Call for Syllabi. The combined effort yielded nine syllabi, which are appended in Section 3.

## **Findings**

### ***Course Descriptions***

An analysis of the course descriptions suggests the following:

- At least 39 Canadian Working Class/Labour History courses are available at 24 universities across Canada.
- Some courses are cross-listed with Labour Studies Departments where such departments exist.
- The courses under investigation are frequently offered as half courses. But full courses are not uncommon. However, this is not always easy to ascertain due to the lack of uniformity in course coding procedures, from university to university.
- Fifteen of 24 universities offer but one course specifically on the subject of Working Class/Labour History. The remaining universities offer a handful of WC/LH courses, notably the University of Athabasca, Queen's University, the University of Toronto, the University of Victoria, the University of Manitoba, McMaster University, York University, Dalhousie University, and the University

of New Brunswick. Multiple WC/LH courses are more common at universities where a Labour Studies Programme exists.

Course descriptions are catalogued alphabetically in Section 2 by Province and University. Information was collected regarding the name of the course and course code; the professor (though this was frequently unavailable in course calendars); whether it is a half or a full course (though this was frequently difficult to ascertain due to the lack of uniformity, from university to university, in course coding procedures); the department through which the course is offered; and whether the course is cross-listed with other departments. The report also lists the website source, which readers may consult for further information, along with the course description. Readers are invited to enhance the information that has been collected by emailing [lawlorsm@yahoo.com](mailto:lawlorsm@yahoo.com).

Labour history scholars are also encouraged to email [lawlorsm@yahoo.com](mailto:lawlorsm@yahoo.com) with additional information addressing the following questions: How long has the course been taught? How frequently is it taught? Who developed the course? Who teaches it? Is the instructor tenured and what other courses does s/he teach? What is the average enrollment? In addition, instructors may wish to supply other odds and ends that might be of interest to their colleagues. This information will be updated regularly as it is received.

### ***Examples of Syllabi***

Section 3 of the Report includes syllabi supplied from various scholars whose contribution is greatly acknowledged. Predictably, the majority of these courses are taught at the upper year level. The syllabi collected cover much ground. For example, the syllabi give examples for courses taught at the undergraduate, Honours, Master's, and

Ph.D. levels. This collection of syllabi provides examples of courses taught in both the French and English languages. Professor Jim Struther's syllabus offers an interesting example of a comparative course in Canadian and Australian Working Class History.

Instructors employ a variety of resources. English language courses often require a text, along with a reader/coursepack. French language courses frequently employ resources that are available in the language of instruction and the emphasis is, in the main, squarely placed on the labour history of francophone workers. Some professors also employ historical fiction such as Gabrielle Roy's, *Tin Flute*. Often courses are structured chronologically, with lectures structured around an important theme or event. Assessment breakdowns and formats vary widely depending on the level at which the course is taught. Readers may consult the syllabi directly in Section 3 for further information. Labour History scholars are invited to forward additional syllabi to [lawlorsm@yahoo.com](mailto:lawlorsm@yahoo.com).

### ***Conclusion***

This report is entitled, "A Report on the Status of Canadian Labour History Teaching," suggesting that some comment should be made regarding the status of our sub-discipline. While it is clear that at least 39 Labour History courses are "on the books" at a minimum of 24 Canadian universities, the sources employed to prepare the report are quite silent on the matter of how frequently these courses are taught or how popular they are with students. Thus, the current iteration of this report represents a starting point at addressing the status of Canadian labour history teaching, but by no means does it serve as the final word on the matter. Future input from scholars across the country will surely shed more light on this important issue. The report is intended to be living document that will

benefit from periodic updates to reflect information furnished by the Labour History community in Canada. Consequently, I invite your comments, questions and input.

Stan M. Lawlor, M.A.  
November 7, 2006

## Section 2

### **Alberta**

|                     |   |
|---------------------|---|
| <b>Institution:</b> | <b>Athabasca University</b>   |
| Name:               | History of Canadian Labour  |
| Course Code:        | HIST 336  |
| Half/Full Course:   | Full  |
| Professor:          | Not listed  |
| Department:         | History   |
| Cross-listed:       | No  |
| Source:             | <a href="http://www.athabascau.ca/html/syllabi/hist/hist336.htm">http://www.athabascau.ca/html/syllabi/hist/hist336.htm</a> |

#### Description:

The course is designed to provide you with an extensive and detailed investigation of Canadian labour and working-class history. It consists of eight units covering the period from 1800 to 2000.

In the course you will read an overview of Canadian working-class history, read eighteen articles and view ten video recordings on various aspects of working-class and labour history. You will be guided in your reading and viewing by a detailed Study Guide, including study questions and commentary on the textbook, articles and videos. During the course you will also complete a series of written assignments. There are no examinations in this course.

|                     |   |
|---------------------|---|
| <b>Institution:</b> | <b>Athabasca University</b>   |
| Name:               | Women, Workers and Farmers: Histories of North American Popular Resistance  |
| Course Code:        | LBST 331  |
| Half/Full Course:   | Half  |
| Professor:          | Not listed  |
| Department:         | Labour Studies  |
| Cross-listed:       | No  |
| Source:             | <a href="http://www.athabascau.ca/course/ug_subject/list_im.php#l">http://www.athabascau.ca/course/ug_subject/list_im.php#l</a> |

#### Description:

LBST 331 considers the historical experience of popular ideologies and social movements in North America. More specifically, it assesses the type of ideologies women, farmers, and workers created and utilized as they built social movements of resistance, opposition, and critique in the period between 1860 and 1960.

In the century under study; feminism, populism, socialism, labourism, and other ideologies came into existence and were taken up by various peoples as they tried to make sense of their place in late nineteenth- and twentieth-century society.

**Institution:** Athabasca University  
**Name:** Women and Unions  
**Course Code:** LBST 332  
**Half/Full Course:** Half  
**Professor:** Not listed  
**Department:** Labour Studies  
**Cross-listed:** No  
**Source:** <http://www.athabascau.ca/html/syllabi/lbst/lbst332.htm>

**Description:**

LBST 332 is about the relationship between women and unions in Canada. It looks at the development of unions around the turn of the century and how they responded to women who worked for pay, and then the changes in the nature of unions over time and the impact of the growth of women members. In the current context, the course examines what unions have and have not bargained to improve the conditions of women in the labour force; the place of women inside union structures; the concerns of minority group women and how the union movement is handling those; and the question of organizing the majority of non-union women workers.

In the process of examining these issues, the course raises the major theoretical disputes that have arisen about the role of the union movement with regard to women. These revolve around the relative importance of patriarchal ideology determining the policies and actions of unions, versus the impact of economic conditions in limiting and defining union responses.



## British Columbia

**Institution:** Simon Fraser University  
Name: Canadian Labour and Working Class History  
Course Code: HIST 327  
Half/Full Course: Not listed  
Professor: Not Listed  
Department: History and Labour Studies  
Cross-listed: Labour Studies  
Source: <http://www.sfu.ca/history/ugrad/courselist.html>

Description:  
Unavailable on the web.

**Institution:** University of Victoria  
Name: History of Cooperatives  
Course Code: HIST 265A  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History  
Cross-listed: Not listed  
Source: <http://web.uvic.ca/calendar2006/CDs/HIST/265A.html>

Description:  
An examination of the origins of co-operative thought and movements in eighteenth-century Europe, and their subsequent development worldwide, particularly in the twentieth century.

**Institution:** University of Victoria  
Name: Canadian Labour History  
Course Code: HIST 343  
Half/Full Course: Unknown  
Professor: Not listed  
Department: History  
Cross-listed: Not listed  
Source: <http://web.uvic.ca/calendar2006/CDs/HIST/343.html>

**Description:**

This course examines the working class experience and the development of organized labour movements in Canada, with particular emphasis on the 19th and 20th centuries. Topics include preindustrial working conditions, industrialization, labour organizations, the growth of trade unions, labour legislation, and labour politics.

# Manitoba

**Institution:** University of Manitoba - Aurora

Name: Common Man

Course Code: HIST 2690

Half/Full Course: Full

Professor: Not listed

Department: History

Cross-listed: No

Source:

[http://aurora.umanitoba.ca/banprod/bwckctlg.p\\_disp\\_course\\_detail?cat\\_term\\_in=200770&subj\\_code\\_in=HIST&crse\\_numb\\_in=2690](http://aurora.umanitoba.ca/banprod/bwckctlg.p_disp_course_detail?cat_term_in=200770&subj_code_in=HIST&crse_numb_in=2690)

Description:

Unavailable

**Institution:** University of Manitoba - Aurora

Name: History of Working People and Labour Movements 1700-  
to the Present

Course Code: HIST 3700

Half/Full Course: Full

Professor: Not listed

Department: History

Cross-listed: LABR 3700

Source:

[http://aurora.umanitoba.ca/banprod/bwckctlg.p\\_disp\\_course\\_detail?cat\\_term\\_in=200690&subj\\_code\\_in=HIST&crse\\_numb\\_in=3700](http://aurora.umanitoba.ca/banprod/bwckctlg.p_disp_course_detail?cat_term_in=200690&subj_code_in=HIST&crse_numb_in=3700)

Description:

(Formerly 011.370) A survey of working class history with emphasis upon the varieties of labour movements and trade unions. The course will refer to the social and political experience of working people in Great Britain, Europe and the United States and will devote one term to Canadian topics. Also offered as Labour Studies LABR 3700. May not be held with LABR 3700 (or 153.370). Prerequisite: a grade of "C" or better in six credit hours of history or labour studies or written consent of department head.

**Institution:** University of Manitoba  
Name: Introduction to the Canadian Labour Movement  
Course Code: LABR 1290  
Half/Full Course: Half  
Professor: Not listed  
Department: Labour Studies  
Cross-listed: No  
Source:

[http://aurora.umanitoba.ca/banprod/bwckctlg.p\\_disp\\_course\\_detail?cat\\_term\\_in=200690&subj\\_code\\_in=LABR&crse\\_num\\_in=1290](http://aurora.umanitoba.ca/banprod/bwckctlg.p_disp_course_detail?cat_term_in=200690&subj_code_in=LABR&crse_num_in=1290)

Description:

(Formerly 153.129) An introduction to the development of the contemporary working-class movement in Canada and to workplace issues today. Students may not hold credit for both LABR 1290 (or 153.129) and the former 153.128.

3.000 Credit Hours

**Institution:** University of Winnipeg  
Name: Canadians at Work: Technology, Production, and the Changing Workplace in the Twentieth Century  
Course Code: HIST 2521  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source:

[http://w1.uwinnipeg.ca/courseviewer/CourseCatalogDetail.asp?\\$a=3814&\\$b=2006&\\$\\$a=cv](http://w1.uwinnipeg.ca/courseviewer/CourseCatalogDetail.asp?$a=3814&$b=2006&$$a=cv)

Description:

This course examines, within a North American context, how technology has influenced the goods our society produced and the conditions under which they were made. Lectures explore the dramatic shift from craft to industrial production in the late nineteenth century, the predominance of the assembly line by the 1920s, and then its transformation by automation and computerization beginning after World War II. Topics to be discussed include the impact of scientific management; rise of the professions of industrial psychology, engineering, and management; technical education; industrial unionism.

## New Brunswick

**Institution:** University of New Brunswick – Fredericton  
**Name:** The Canadian Worker to 1914  
**Course Code:** HIST 3331  
**Half/Full Course:** Half  
**Professor:** Not listed  
**Department:** History  
**Cross-listed:** No  
**Source:** <http://eservices.unb.ca/calendar/undergraduate/display.cgi?tables=coursesSubLevel1&id=49>

**Description:**  
The working-class experience in the age of Canada's industrial revolution, focusing on the transformation of the workplace and the rise of the labour question.

**Institution:** University of New Brunswick – Fredericton  
**Name:** The Canadian Worker Since 1914  
**Course Code:** HIST 3332  
**Half/Full Course:** Half  
**Professor:** Not listed  
**Department:** History  
**Cross-listed:** No  
**Source:** <http://eservices.unb.ca/calendar/undergraduate/display.cgi?tables=coursesSubLevel1&id=49>

**Description:**  
The working-class experience in Canada since the time of the Great War, focusing on the changing relationships between labour, capital and the state.

**Institution:** University of New Brunswick - Fredericton  
Name: History of Labour in New Brunswick  
Course Code: HIST 5332  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source:  
<http://eservices.unb.ca/calendar/undergraduate/display.cgi?tables=coursesSubLevel&id=49>

Description:  
Examines the history of the labour question in New Brunswick. Places the provincial experience in the context of national and international labour and working-class history.

**Institution:** University of New Brunswick - Fredericton  
Name: A History of the Canadian Left  
Course Code: HIST 5335  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source:  
<http://eservices.unb.ca/calendar/undergraduate/display.cgi?tables=coursesSubLevel&id=49>

Description:  
A course in social, political and intellectual history examining the history of the left in Canada from the eighteenth century to the present. Topics include the origins of the radical tradition, utopian and cooperative reform, early socialism and feminism, the Communist Party, the Cooperative Commonwealth Federation, the New Democratic Party, the New Left and other alternatives.

## Nova Scotia

**Institution:** **Dalhousie University**  
Name: Rough Justice: Order, Disorder and the Canadian Popular Culture to the 1890s.  
Course Code: HIST 2221  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: Canadian Studies  
Source: <http://www.registrar.dal.ca/calendar/class.php?subj=HIST&num=2221>

Description:

This class investigates the character of popular culture, the diversions, recreations and forms of community control engaged in by Canadians, and the attempts by authorities and the law to bring order to the culture. Topics range widely over the broad scope of popular culture, from sports, drinking and prostitution to religious organization. Study of the mechanisms and institutions for imposing order includes the criminal law, industrial discipline, and more respectable forms of cultural activity. Approved with Canadian Studies.

**Institution:** **Dalhousie University**  
Name: Rough Justice: Rough Justice: Order, Disorder and the Canadian Popular Culture 1890s to the Present.  
Course Code: HIST 2222  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: Canadian Studies  
Source: <http://www.registrar.dal.ca/calendar/class.php?subj=HIST&num=2222>

Description:

This class continues the study of Canadian popular culture described in HIST 2221.03, from the turn of the century to the present. Approved with Canadian Studies.

**Institution:** St. Francis Xavier University  
Name: The Working Class in Canadian Society  
Course Code: HIST 309  
Half/Full Course: Full course  
Professor: Not listed  
Department: History  
Cross-listed: Not listed  
Source: [http://www.stfx.ca/calendar/2005-2006\\_Calendar.pdf](http://www.stfx.ca/calendar/2005-2006_Calendar.pdf)

**Description:**

Explores the development of the Canadian working class in the 19th and 20th centuries. This course will increase students' awareness and appreciation of the social condition that united working men and women in a quest for political and economic justice. Topics will include an examination of the historical accomplishments, as well as the shortcomings, of both organized and unorganized labor and the role of the state in the development of Canadian society.



## Ontario

**Institution:** **Brock University**  
Name: Canadian Labour History  
Course Code: HIST 3P75  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History  
Cross-listed: LABR 3P75  
Source: <http://www.brocku.ca/webcal/2006/undergrad/courses/HIST.html#sec2>

**Description:**

Canadian workers and the labour movement from the mid-19th century to the present, combining studies of trade unions with the broader context of the social, community and political life of workers. How gender and race/ethnicity have shaped the working class experience. Lectures, seminar, 3 hours per week.

**Institution:** **McMaster University**  
Name: The History of the Canadian Working Class  
Course Code: HIST 3N03  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed:  
Source: [http://registrar.mcmaster.ca/CALENDAR/year2006/crs\\_1252.htm](http://registrar.mcmaster.ca/CALENDAR/year2006/crs_1252.htm)

**Description:**

An examination of social, political and economic issues shaping the development of the Canadian working class. This includes investigation of the ideological divisions, ethnic relations and gender roles within the working class and within the labour movement.

**Institution:** **McMaster University**  
Name: Women, Work and Unionism  
Course Code: LABR ST 3E03  
Half/Full Course: Half  
Professor: Not listed  
Department: Labour Studies  
Cross-listed: No  
Source: [http://registrar.mcmaster.ca/CALENDAR/year2006/crs\\_1519.htm](http://registrar.mcmaster.ca/CALENDAR/year2006/crs_1519.htm)

Description:

An examination of the historical and contemporary relations between women and work, and women and unionism. Topics will include the evolution and structure of the gender division of labour, women and the labour market, and the relationship of women to the labour movement.

**Institution:** **Nipissing University**  
Name: Canadian Working Class History  
Course Code: HIST 3287  
Half/Full Course: Half  
Professor: Katrina Srigley  
Department: History  
Cross-listed: No  
Source: <http://www.nipissingu.ca/artsandsciencecalendar/courses.asp?itemid=4575>

Description:

This course is designed to provide students with an overview of working class history in Canada from its earliest origins to the present. It will examine the transformation of work, the rise of scientific management, the introduction of new technologies into the workplace, and the history of the labour movement. It will also look at larger working-class communities in relation to race, gender, and class

**Institution:** Queen's University  
Name: Canadian Working-Class History  
Course Code: HIST 263  
Half/Full Course: Full  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source: <http://www.queensu.ca/calendars/artsci/pg598.html>

Description:

An exploration of the development of the Canadian working class over the course of the country's history. The nature and changing character of unions, struggles at the workplace, political action, material life, and cultural experience will be examined.

**Institution:** Queen's University  
Name: The Canadian Left in the Twentieth Century  
Course Code: HIST 434  
Half/Full Course: Full  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source: <http://www.queensu.ca/calendars/artsci/pg598.html>

Description:

Throughout the twentieth century, leftists in Canada, socialists, communists, anarchists, feminists, gay and lesbian activists, Greens, and others have struggled to reshape Canadian society and politics. This course traces their attempts to transform Canada by examining distinct periods and frameworks of analysis, concluding with the challenge of globalization.

**Institution:** Trent University  
Name: History of everyday life: A course in applied history.  
Course Code: HIST – CAST 475  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History  
Cross-listed: Yes.  
Source: <http://www.trentu.ca/admin/ro/calendar/2006-07/uc22.html>

Description:

Research and interpretation of ordinary life in the past, with emphasis on comparative theory, method and approaches, using primarily Canadian themes. Group projects and occasional field trips to museums. Field trip fee is \$125.

**Institution:** Trent University  
Name: Canadian Working-class History a.k.a. Canadian and Australian Working Class History  
Course Code: HIST – CAST 476  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History  
Cross-listed: Yes, with Canadian Studies  
Source: <http://www.trentu.ca/admin/ro/calendar/2006-07/uc22.html>

**Description:**

Selected themes exploring the Canadian working-class experience from the late 19th century to the present. Topics include working-class culture and institutions, family life, the changing sexual and racial divisions of labour, politics and reform and the emergence of the trade union movement.

**Institution:** University of Toronto – St. George  
Name: Canadian Labour and the Left  
Course Code: HIS 313H1-F  
Half/Full Course: Half  
Professor: Ian Radforth  
Department: History  
Cross-listed: Not listed  
Source: [http://www.chass.utoronto.ca/history/undergraduate/fw\\_300level.html#Anchor-HIS-60133](http://www.chass.utoronto.ca/history/undergraduate/fw_300level.html#Anchor-HIS-60133)

**Description:**

This course surveys the rise and consolidation of the Canadian Labour Movement, state measures affecting workers on the job and during strikes and collective bargaining, and changing patterns of political action among working people. By drawing on recent research, we also explore themes such as gender and ethnicity at the workplace, the impact of technological changes on the job, and working class family and community life.

**Institution:** University of Toronto – Scarborough  
Name: Canadian Labour History  
Course Code: HISC47H3  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History - Scarborough  
Cross-listed: No  
Source: <http://www.utsc.utoronto.ca/courses/calendar/History.html>

Description:

The development of a working class from the pre-industrial era of independent artisans to the modern period. Topics will include the impact of technology on workers, ethnic factors, the development of unions, such pivotal events as the Winnipeg General Strike, and the relationship of labour to politics.

**Institution:** University of Waterloo  
Name: Canadian Labour History  
Course Code: HIST 207  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source: <http://www.ucalendar.uwaterloo.ca/COURSE/course-HIST.html#HIST100S>

Description:

This course deals with the history of organized labour in Canada with an emphasis on prominent labour leaders, major industrial disputes and labour's role in politics. It will also evaluate the development of the Canadian industrial relations systems.

**Institution:** University of Windsor  
Name: Canadian Labour History  
Course Code: HIST 43-349  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History  
Cross-listed: Labour Studies

Source:

<http://www.uwindsor.ca/units/history/History.nsf/inToc/C09B3A1C4BC68FA0852569F50055CB25>

Description:

A study of the development of the Canadian labour movement and an analysis of the Canadian working-class experience during the nineteenth and twentieth centuries.

**Institution:** Wilfred Laurier University  
Name: Canadian Labour History  
Course Code: HI338  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No

Source:

<http://www.wlu.ca/calendars/course.php?c=7329&cal=1&d=281&s=90&y=12>

Description:

A study of the development of the trade union movement in Canada and the role of organized labour in politics.

**Institution:** York University  
Name: Life, Love and Labour: An introduction to Social and Cultural History  
Course Code: AS/HIST 1050  
Half/Full Course: Full  
Professor: Not listed  
Department: History  
Cross-listed: Yes  
Source: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/7/wo/j1PIRihOsaQNXADgZZLZ5M/2.1.81.8.1.3.0.7>

Description:  
Explores the ways in which large historical forces in the recent past, such as industrialization, urbanization and the growth of the state, have affected family, community, work and leisure and ways in which people have responded, embracing, adapting to or resisting change.

**Institution:** York University  
Name: The Working Class in Canadian Society  
Course Code: AS/HIST 3531  
Half/Full Course: Full  
Professor: Not listed  
Department: History  
Cross-listed: Labour Studies  
Source: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/7/wo/j1PIRihOsaQNXADgZZLZ5M/2.1.81.8.1.55.0.7>

Description:  
This course explores the changing nature of paid and unpaid work in Canada in the 19th and 20th centuries and the impact of those changes on Canadian society

**Institution:** York University  
Name: Canadian Labour and Immigration History  
Course Code: GL/HIST 4220  
Half/Full Course: Full  
Professor: Geoffrey Ewen  
Department: History – Offered at both Main Campus and Glendon  
Cross-listed: AS/HIST 4505  
Source:  
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/7/wo/j1PIRihOsaQNXADgZZLZ5M/2.1.81.8.1.98.0.7>

**Description:**

The growth and development of the trade union movement and the impact on it of immigration and other policies of the Canadian government.



# Prince Edward Island

**Institution:** University of Prince Edward Island  
**Name:** A History of the Canadian Working Classes  
**Course Code:** HIST 426  
**Half/Full Course:** No listed  
**Professor:** Not listed  
**Department:** History  
**Cross-listed:** No  
**Source:** [http://www.upei.ca/registrarsoffice/html/3\\_history.html](http://www.upei.ca/registrarsoffice/html/3_history.html)

## Description:

From fur trader, to factory hand, to fast-food worker, this seminar course explores the historical experiences of working men, women and children in Canada. Topics of study may include early forms of labour, such as slavery; the industrial revolution and its effects on working class families; the growth of scientific management in the workplace; and the dislocations posed by the Great Depression and the growth of industrial legality. Working class culture, organization and resistance are considered, as are certain ideas about workers, such as the respectable worker and the “breadwinner.”

## Quebec

**Institution:** **Bishop's University**  
Name: Labour, the Family and the Community 1600-Present  
Course Code: History 369ab  
Half/Full Course: Not listed  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source: <http://www.ubishops.ca/academic/cal011.htm#history>

### Description:

A course which analyses, through a comparative approach, the interactions between economies, family structures and labour practices from the pre-industrial to the post-industrial eras. Particular attention will be paid to social, gender and age factors in shaping the changing nature and experience of work during these centuries.

**Institution:** **Concordia University**  
Name: Working Class Public History  
Course Code: Not listed  
Half/Full Course: Half  
Professor: Steven High  
Department: History  
Cross-listed: No, but joint honours, graduate course  
Source: [http://artsandscience1.concordia.ca/history/cohr1/courses\\_and\\_info/WorkingClass.htm](http://artsandscience1.concordia.ca/history/cohr1/courses_and_info/WorkingClass.htm)

### Description:

“Working Class Public History”, in this instance, refers to both a subject of study – working people – and to a potential method of doing public history from the bottom-up. Students enrolled in this seminar will explore how working people and work have been remembered and represented around the world in museums, on-line exhibitions, monuments, statuary, public murals, historic sites, oral history projects, the built environment and so on. Students will then apply what they learn to the history of working class families in the Montreal area. Working independently, or in groups of two or three, students will develop a small public history project that will culminate in a research report, classroom presentation, and in a web page (part of a proposed course web site on the history of “Working Class Montreal”). As the course will have technical support, no digital expertise is needed to take this course! There will also be one or two field trips / walking tours as well as guest speakers.

**Institution:** McGill University  
Name: Canadian Labour History  
Course Code: HIST 373  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source: <http://www.coursecalendar.mcgill.ca/ugcal2006-07/wwhelp/wwhimpl/js/html/wwhelp.htm>

Description:

This course explores themes in labour and working class history in Canada.

**Institution:** University de Montreal  
Name: Industry, Capital et Travail au Quebec  
Course Code: HST3475  
Half/Full Course: Half  
Professor: Not listed  
Department: History  
Cross-listed: No  
Source: [http://www.progcours.umontreal.ca/cours/index\\_fiche\\_cours/HST3475.html](http://www.progcours.umontreal.ca/cours/index_fiche_cours/HST3475.html)

Description:

Étude du mouvement ouvrier ou des associations patronales au Québec depuis les débuts de l'industrialisation à la fin du XXe siècle jusqu'à nos jours. Le thème varie d'une année à l'autre.

**Institution:** **Universite de Quebec a Montreal**  
**Name:** Travail, condition ouvriere et syndicalisme au Quebec et au  
Canada  
**Course Code:** HIS4560  
**Half/Full Course:** Half  
**Professor:** Not listed  
**Department:** History  
**Cross-listed:** No  
**Source:**  
[http://www.websysinfo.uqam.ca/regis/PKG\\_WPUB.AFFICHE\\_cours\\_desc?P\\_sigle=HIS4560](http://www.websysinfo.uqam.ca/regis/PKG_WPUB.AFFICHE_cours_desc?P_sigle=HIS4560)

**Description:**

Étude de la formation et de l'évolution des classes ouvrières québécoise et canadienne. Les transformations du travail, les conditions de vie et la culture; la sociabilité et la vie associative; l'expérience spécifique des femmes; les dimensions religieuses et ethniques. Les organisations syndicales depuis les unions de métiers et les Chevaliers du travail jusqu'aux syndicats industriels; l'évolution des structures syndicales; l'influence américaine, celle du clergé et des mouvements de gauche; les grèves et les luttes ouvrières; les interventions du mouvement ouvrier sur la scène politique. présentation des principales tendances historiographiques et analyse approfondie de certains thèmes.

## **Section 3**

# HISTORY 3287

Room A226

## Working Class History

Winter 2006

T & Th 3:30 – 5:00 pm,

History Department

Nipissing University

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Dr. Katrina Srigley

**Office:** H126

**Office telephone:** 705 474-3450, ext. 4503

**Office Hours:** Tuesday 2:30-3:30 am, or by appointment.

**Email:** [katrinas@nipissingu.ca](mailto:katrinas@nipissingu.ca)

## Course Description

Integrating lecture, workshop, and seminar formats, this course examines aspects of the history of Canada's working class. We will consider the emergence and reconstitution of the working class in Canada over the nineteenth and twentieth century. To understand this process, we will examine the structural position of the working class over time, especially the consolidation of various forms of capitalist social relations, changes in business organization and managerial agendas, and the development of regional, national and international labour markets. We will also concentrate on gaining a detailed understanding of how other positions and identities, such as gender, region, skill, race, ethnicity, religion and nationalism affected the lives and experiences of working people. The assigned readings, class discussions, and written assignments are designed to sharpen the critical reading and writing skills of *upper-level* students.

## Required Texts

- David Bercuson and David Bright, *Canadian Labour History: Selected Readings* (Toronto: Copp Clark Longman, 1994)
- Laurel Sefton MacDowell & Ian Radforth, *Canadian Working Class History* (Toronto: Canadian Scholars' Press, 2000).
- Gabrielle Roy, *Tin Flute* (Toronto: McClelland & Stewart, 1958)

## Recommended Texts

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 4<sup>th</sup> edition, Bedford/St Martin's, 2004.

## **Assignments and Evaluation**

|   |     |  |
|---|-----|--|
| Historical Fiction Book Review (5-7pp)  | 25% | Due: January 30 <sup>th</sup> , 2006             |
| Working Class Research Essay (10-12 pp) | 30% | Due: March 21 <sup>st</sup> , 2006               |
| Participation                           | 10% |  |
| In-class Final Exam                     | 35% | April 4 <sup>th</sup> and 6 <sup>th</sup> , 2006 |

## **LATE POLICY**

To ensure equitable grading, A LATE PENALTY OF 5% PER DAY will be imposed on late assignments. For an extension, you MUST make prior arrangements with the instructor AT LEAST ONE WEEK PRIOR TO THE DUE DATE. THE MAXIMUM EXTENSION ALLOWED IS ONE WEEK. I will not accept assignments, which are more than one week late.

## **Assignment Submission**

All assignments should be submitted in class. If you are unable to do so, you must make arrangements with the Professor to submit your assignment at another time. If you do not do this and your assignment is lost, you will have no way to verify that you have submitted the assignment.

## **Email Communication**

If you would like to make an appointment, or if you have questions about the course, you may send a short message to the professor via email. However, do not expect immediate responses or responses over the weekend. Your message will be answered by the end of the next business day, but only if you clearly indicate the nature of your inquiry in the subject line (your message may be deleted as suspected spam otherwise). Before you send a message consider these questions first: Would it be better to discuss your question in person, or over the phone? Remember that you have ample opportunity to raise questions in class, as well as during office hours.

## **Weekly Attendance and Participation**

Student contributions to class discussion are important and one of the key components in an engaging and lively weekly class. The participation mark takes into account indicators such as: student attendance; preparation for class; grasp of the assigned readings; assistance given to other students; ability to build on other students' comments in class; quality and clarity of the questions asked, comments made and opinions offered. While regular attendance is strongly advised, students may need to miss a class because of medical or other issues and emergencies. In such cases, students may submit on their return to class a 1-page comment on the readings assigned for the session(s) missed. Students may not hand these in at the end of term.

**Please read the following three important notes carefully:**

- 1. PLAGIARISM** is an extremely serious academic offense and carries penalties varying from failure in an assignment to debarment from the University. Please make yourself familiar with the regulations in this matter by reading the university calendar. Additionally, students should note that it is not acceptable to submit the same (or essentially the same) paper for more than one course. Any student who does so will receive a mark of zero for the paper.
- 2.** Please retain in your possession all the notes and drafts you created in the preparation of your assignments. Hold on to them throughout the academic year – even after all assignments have been marked and returned to you. If there is a question about the authorship of a paper, or if it is lost, these materials are your essential back-up.
- 3.** Please make a copy or copies of all assignments handed in. Never hand in your only copy of a paper. Neither the instructor nor the Department can be responsible in the event that an assignment is lost because of a postal problem or because the paper was submitted to the wrong location, or indeed for any reason. Have an extra copy available immediately in the event that your assignment goes astray.

**Class Schedule**

**January 10                      Introduction**

**January 12                      Trends and Tensions in Working Class History**

Daniel Drache, “The Formation and Fragmentation of the Canadian Working Class, 1820-1920,” *Canadian Labour History*

Bryan Palmer, “Listening to History Rather than Historians: Reflections on Working Class History,” *Canadian Labour History*

**January 17                      Historical Fiction Book Analysis Workshop**

**The Emergence of Industrial Capitalism**

**January 19                      The Rise of Industrial Capitalism**

Ruth Bleasdale, “Class Conflict on the Canals in Upper Canada in the 1840s,” *Canadian Working Class History*



Rusty Bitterman, "Farm Households and Wage Labour in the Northeastern Maritimes in the Early 19<sup>th</sup> Century" *Canadian Working Class History*

**January 24**                      **New Recruits to Industry: Men and Women**

Gregory Kealey, "The Honest Workingman and Workers' Control: The Experience of Toronto Skilled Workers, 1860-1892" *Canadian Working Class History*

Susan Trofimenkoff, "One Hundred and Two Muffled Voices: Canada's Industrial Women in the 1880s," *Canadian Working Class History*

John Lutz, "After the Fur Trade: The Aboriginal Labouring Class of British Columbia, 1849-1890" *Canadian Working Class History*

**January 26**                      **Family Economies**

Bettina Bradbury, "Women and Wage Labour in a Period of Transition: Montreal, 1861-1881" *Canadian Labour History*

Bettina Bradbury, "Gender at Work at Home: Family Relations, the Labour Market, and Girls' Contributions to the Family Economy" *Canadian Working Class History*

John Bullen, "Hidden Workers: Child Labour and the Family Economy in Late Nineteenth Century Urban Ontario," *on hold*

**January 31**                      **Working Class Cultures**

Lynne Marks, "The Knights of Labour and the Salvation Army: Religion and Working Class Culture in Ontario, 1882-1890," *Canadian Working Class History*

Peter DeLottinville, "Joe Beef of Montreal: Working Class Culture and the Tavern, 1869-1889" *Canadian Working Class History*

**February 2**                      **The Emergence of Labour Movements**  
**DUE: Book Analysis**

Gregory Kealey, "Work Control, the Labour Process, and Nineteenth-Century Printers," *on hold*

Gregory Kealey and Bryan Palmer, "The Bonds of Unity: the Knights of Labour in Ontario, 1880-1900," *on hold*

David Schulze, “The Industrial Workers of the World and the Unemployed in Edmonton and Calgary in the Depression of 1913-1915” *Canadian Working Class History*

**February 7**                      **Working Class Research Essay Workshop**

## **Corporate Capitalism, 1890-1940**

**February 9**                      **Monopoly Capitalism**

David Schulze, “The Industrial Workers of the World and the Unemployed in Edmonton and Calgary in the Depression of 1913-1915,” *Canadian Working Class History*

Gillian Creese, “Exclusion or Solidarity? Vancouver workers Confront the ‘Oriental Problem’” *Canadian Working Class History*

Mercedes Steedman, “Skill and Gender in the Canadian Clothing Industry, 1890-1940” *Canadian Working Class History*

**February 14**                      **Winnipeg 1919: Labour Revolts**

David Bercuson, “Labour’s Civil War,” *Canadian Labour History*

Gregory S. Kealey, “1919: The Canadian Labour Revolt” *Canadian Labour History*

David Bright, “ ‘We Are All Kin’: Reconsidering Labour and Class in Calgary, 1919” *Canadian Labour History*

**February 16**                      **No Class – Study Day**

**February 20-24**                      **Break Week**

**February 28**                      **Film - Matewan**

John Manley, “Communists and Auto Workers: The Struggle for Industrial Unionism in the Canadian Automobile Industry, 1925-1936,” *Canadian Labour History*

M. Earle and H. Gamberg, “The United Mine Workers and the Coming of the CCF to Cape Breton,” *Canadian Labour History*

**March 2**                              **Film and Discussion**

**March 7**                              **Canada’s New Office Workers**

Graham S. Lowe, “Class, Job and Gender in the Canadian Office,” *Canadian Working Class History*

**March 9**                                      **The Interwar Years**

Bonita Bray, “The Progressive Arts Club’s Production of *Waiting for Lefty*” *Canadian Working Class History*

Laurel Sefton MacDowell, “After the Strike – Labour Relations in Oshawa, 1937-1939” *Canadian Working Class History*

Suzanne Morton, “The June Bride as the Working-Class Bride: Getting Married in a Halifax Working-Class Neighbourhood in the 1920s” *Canadian Working Class History*

**Global Capitalism, 1940-1975**

**March 14**                                      **Movie: Rosies of the North: A New Managerial Agenda**

Laurel Sefton MacDowell, “The Formation of the Canadian Industrial Relations System During World War Two,” *Canadian Working Class History*

Ian Radforth, “Woodworkers and the Mechanization of the Pulpwood Logging Industry in Northern Ontario, 1950-1970,” *Canadian Labour History*

**March 16**                                      **Immigrant Labour**

Franca Iacovetta, “From Contandina to Worker: South Italian Immigrant Working Women in Toronto, 1947-1962,” *Canadian Working Class History*

Agnes Calliste, “Sleeping Car Porters in Canada: An Ethnically Submerged Split Labour Market,”  
*Canadian Working Class History*

**March 21**                                      **Quebec Labour: A Distinct Tradition**  
**DUE: Working Class Research Essay**

Jacques Rouillard, “Major Changes in the Confédération des travailleurs catholiques du Canada, 1940-1960” *Canadian Working Class History*

**The New World Order, 1975 to the Present**

**March 23**                                      **New Crises for the Canadian Working Class**

Wayne Roberts and John Bullen, “A Heritage of Hope and Struggle: Workers, Unions, and Politics in Canada, 1930-1982,” *Canadian Labour History*

Julie White, “Unorganized Women,” *Canadian Working Class History*

Eric Tucker, “The Determination of Occupational Health and Safety Standards in Ontario, 1860-1982,” *Canadian Working Class History*

**March 28**                      **Workers in a Global Economy**

Sam Gindin, “Globalization, Nationalism, and Internationalism” *Canadian Working Class History*

Bruce Laidlaw and Bruce Curtis, “Inside Postal Workers: The Labour Process, State Policy, and the Workers’ Response,” *Canadian Labour History*

**March 30**                      **Exam Review**

**April 4**                         **In-class Final Exam-Part A**

**April 6**                         **In-class Final Exam-Part B**

**Have a great summer!**



McMaster University

Labour Studies Program

LABOUR STUDIES 1A03

**AN INTRODUCTION TO THE CANADIAN LABOUR MOVEMENT**

**Instructor: Prof. David Goutor**

**Office: KTH 701A**

**Office Hours: Wednesdays 2-4  
or by appointment**

**Office Phone: (905) 525-9140 ext.27292**

**Email – [goutord@mcmaster.ca](mailto:goutord@mcmaster.ca)**

**Labour Studies Home Page: <http://socserv.mcmaster.ca/labourstudies>**

**Fall Term 2006**

**Mondays & Wednesdays**

**11:30 pm – 12:20pm**

**MDCL 1105**

**Course Description**

This course will survey the formation and evolution of the Canadian working class and the labour movement. It will examine different types of labour organizations and their responses to the emergence and development of industrial capitalism. It will also draw on recent research to explore themes such as the impact of technological change on workplaces, the role of gender and ethnicity on the job and in the community, and working class family life. By the end of the course, students should have a command of both the key concepts and historical context required to study contemporary labour issues.

**Required Texts**

- Craig Heron, *The Canadian Labour Movement: A Short History* (2<sup>nd</sup> ed.)
- *Custom Courseware*, Labour Studies 1A03

**Course Requirements**

In addition to attending the lectures, students will come to weekly tutorials and be prepared to discuss the readings. Tutorial participation is an essential part of the course. In order to develop students' analytical and writing skills, there will be two short essays based on the readings. The final exam will cover all course material.

**Marking Scheme and Due Dates**

|                        |                        |     |
|------------------------|------------------------|-----|
| First Essay            | Week of October 10-13  | 20% |
| Second Essay           | Week of November 13-17 | 25% |
| Tutorial Participation |                        | 15% |
| Final Exam             | Exam period            | 40% |

## **Academic Support Services**

Students can find academic support services, including help with writing skills, time management, motivation, personal concerns and problems, services for students with disabilities, etc. at the Centre for Student Development. Website: <http://csd.mcmaster.ca>

## **Office of Disability and Access (KTH 118)**

Special arrangements may be made for students with disabilities. Any student needing assistance because of a disability should contact the instructor as soon as possible.

## **Academic Ethics**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at:

[http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

## **Outline of Topics and Readings**

### **1 – Introduction**

#### **Lectures - September 11 & 13**

- **Basic Concepts and Context**
- **Staple Production**
- **Settlers & Wage Labour**

#### **Reading:**

*Coursepack:* Rusty Bitterman, "Farm Households and Wage Labour in the Northeastern Maritimes in the Early 19<sup>th</sup> Century," pp.1-30.

### **2 – Craft Workers & Industrialization**

#### **Lectures – September 18 & 20**

- **Pre-industrial Production & Early Unions**
- **Industrial Revolution**

#### **Reading:**

*The Canadian Labour Movement*, Introduction

### 3 – Responding to Industrialization

#### Lectures – September 25 & 27

- Survival Strategies for Working-Class Families
- Craft Unionism

#### Reading:

*Coursepack*: Bettina Bradbury, “Gender at Work at Home: Family Decisions, the Labour Market, and Girls’ Contributions to the Family Economy,” pp. 31-50.

**Tutorials** – Introduction

### 4 – Labour in the Late 19<sup>th</sup> Century

#### Lectures – October 2 & 4

- Birth of the Labour Movement
- Rise & Decline of the Knights of Labor

#### Reading:

*The Canadian Labour Movement*, pp.1-18

*Coursepack*: Greg Kealey, “The Honest Workingman and Workers’ Control: The Experience of Toronto Skilled Workers, 1860 – 1892,” pp.51-82.

- Editorials from *Ontario Workman*, May 16, 1872, pp.83-6.

- Editorial from *Toronto Globe*, March 26, 1872, pp.87-90.

**Tutorials** – Essay Research and Writing

### 5 – Labour & Social Reform

#### Lectures – October 11

- Assessing the Knights
- Eclectic Radicalism

#### Reading:

*The Canadian Labour Movement*, pp.18-27

*Coursepack*: Bryan Palmer, *Working Class Experience*, 2<sup>nd</sup> Ed, sections on the Knights, pp.91-106.

- Editorials for *Palladium of Labor* by Phillips Thompson (as “Enjolras”), pp. 108-114.

- “The Labor Reform Songster,” selected songs, pp.115-122.

**Tutorials** – Making Ends Meet for Working Class Families

### 6 – Workers & the 2<sup>nd</sup> Industrial Revolution

#### Lectures – October 16 & 18

- Economic and Technological Transformations, 1896 - 1914
- Craft Unions & the AFL

#### Reading:

*The Canadian Labour Movement*, pp.28-35, 43-6.

*Coursepack*: Craig Heron, “Crisis of the Craftsman,” pp.123-144.

**Tutorials** – Craft Unionism vs. the “Movement Culture”



## 7 – Immigrant Labour

### Lectures – October 23 & 25

- Experience & Role of Immigrant Workers
- Organized Labour's Responses

### Reading:

*The Canadian Labour Movement*, pp.35-42

*Coursepack*: Donald Avery, "European Immigrant Workers and the Canadian Economy," pp.145-156.

- Gillian Creese, "Exclusion or Solidarity: Vancouver Workers Confront the 'Oriental Problem,'" pp.157-166.

**Tutorials** – Challenging Stereotypes of Immigrant Workers

## 8 – WWI and Post-War Upheaval

### Lectures – October 30 & November 1

- Progress and Frustrations in Wartime
- The Workers' Revolt

### Reading:

*The Canadian Labour Movement*, pp.46-57.

*Coursepack*: Craig Heron, "National Contours: Solidarity and Fragmentation," pp.177-196.

- "History of the Winnipeg General Strike," pp.167-176.

**Tutorials** – Assessing the Revolt

## 9 – Unroaring Twenties and the Depression

### Lectures – November 6 & 8

- Hard Times & Survival
- Organizations & Strategies – Old and New

### Reading:

*The Canadian Labour Movement*, pp.58-69

*Coursepack*: Katrina Srigley, "In Case You Hadn't Noticed!": Race, Ethnicity, and Women's Wage-Earning in a Depression-Era City," pp.197-216.

- "Documents of Western History: Experiences of a Depression Hobo," pp.217-22.

**Tutorials** – Impact of the Depression

## 10 – Industrial Unionism and WWII

### Lectures – November 13 & 15

- The Rise of the CIO
- Breakthrough in WWII

### Reading:

*The Canadian Labour Movement*, pp.69-75.

*Coursepack*: Laurel Sefton MacDowell, "The Formation of the Canadian Industrial Relations System During World War II," pp.223-234.

**Tutorials** – Organizing Strategies in Wartime

## 11 – Post-War Compromise and Prosperity

### Lectures – November 20 & 22

- Late 1940s Strike Wave
- Consolidation & Keynesianism

### Reading:

*The Canadian Labour Movement*, pp.75-84.

*Coursepack*: Don Wells, “Origins of Canada’s Wagner Model of Industrial Relations,” pp.235-252.

**Tutorials** – Possibilities and Outcomes after WWII

## 12- New Areas of Growth

### Lectures – November 27 & 29

- Public Sector Unionism
- The Rise of Militant Unionism in Quebec

### Reading:

*The Canadian Labour Movement*, pp.94-8, 103-6.

*Coursepack*: R.P. Guntzel, “The Confederation des syndicats nationaux (CSN), the Idea of Independence, and Sovereignist Movement,” pp.261-276.

- Desmond Morton, “Public Interest, Public Service,” pp.253-260

- “Excerpts from ‘Women and OPSEU,’” pp.277-280.

- “Excerpts from ‘A Fist Full of Dollars,’” pp.281-286.

**Tutorials** – Progress and Limits; Exam Prep

## 13 – Wrapping Up

### Lectures – December 4

- Under Attack – the Late 20<sup>th</sup> Century
- Summary and Exam Preparation

### Reading:

*The Canadian Labour Movement*, Chapters 5 & 6.



**SOCIAL SCIENCE 3210.60/HISTORY 3531.60**  
**THE WORKING CLASS IN CANADIAN SOCIETY**

**2005-6**

Course Director: Craig Heron  
Vari Hall 2186  
416- 736-2100 ext. 30416  
cheron@yorku.ca

Teaching Assistants: Cindy Loch-Drake (cindyld@yorku.ca)  
Eric Strikwerda (estrik@yorku.ca)  
Todd Stubbs (toddrst@yorku.ca)

This course considers the emergence and reconstitution of a working class in Canada over the past 200 years. This process involved the capitalist restructuring that brought a large class of wage-earners into existence, the struggles by Canadian workers to assert their needs and concerns, and the intervention of the state to meet various working-class challenges. The course therefore examines three spheres of working-class life through historical and theoretical perspectives:

- 1) We look at the conditions that gave rise to permanent wage-labour in industry and the various ways in which that experience has been transformed by recruiting from new pools of labour, re-organizing the labour process, and introducing new technology. Particular attention will be paid to the range of responses wage-earners had to the evolving world of paid work, depending on skill, gender, and ethnicity. Special attention will be paid to the structures and ideologies of various workers' movements. State initiatives in response to wage-earners' struggles are also a major theme.
- 2) We are also concerned with the changing nature of the working-class household - the gender ideologies that shaped its composition, the standards of living within it, the labour carried out within it, and the forces of social reform and state intervention intended to reconstruct working-class home life.
- 3) We also consider the social and cultural dimensions of working-class communities and the challenges posed by moral reformers and mass commercial culture. The course attempts to determine the extent of working-class identity that has emerged in Canada and how it has changed.

We approach these questions by considering, first, the formation of a Canadian working-class experience in the nineteenth century and then the remaking of working-class Canada in the twentieth.

Throughout these discussions, we confront a series of persistent questions:

- 1) Why was wage-labour so limited for so long in Canada, and what implications did limited wage-earning have for the relations between employer and worker?
- 2) What goes into the making of a working class, and in what ways can it be remade?
- 3) What are the motivations and impact of managerial and technological change in the workplace?
- 4) What is the impact of unionization on the workplace and the society more generally?
- 5) How has the working-class family adapted to the transformations of the wage-earning world?
- 6) What is the role of working women in industrial capitalist society?
- 7) What is the impact of wage labour on life off the job?
- 8) What are the collective aspirations of workers for changes in their status within industrial capitalist society?
- 9) Is there an independent working-class culture?

### **EVALUATION**

|                     |             |
|---------------------|-------------|
| Essay 1             | 15 per cent |
| Essay 2             | 30 per cent |
| Heritage Moment     | 5 per cent  |
| First-Term Test     | 10 per cent |
| Final Examination   | 25 per cent |
| Class Participation | 15 per cent |

### **REQUIRED READINGS**

Kit of articles (available in York Bookstore).

John R. Hinde, When Coal Was King

Stephen Endicott, Bienfait

## LECTURES

### First Term

#### INTRODUCTION

|              |  |
|--------------|--|
| 7 September  | Studying the Working Class                                   |
| 14 September | Class, Gender, and Ethnicity in Canadian History and Society |

#### THE NINETEENTH CENTURY: THE MAKING OF WORKING-CLASS CANADA

|              |   |
|--------------|---|
| 21 September | Working in Pre-Industrial Canada            |
| 28 September | The New Workplaces of Industrial Capitalism |
| 5 October    | No Class – Rosh Hashanah                    |
| 12 October   | New Recruits to Industry                    |
| 19 October   | Old Jobs, New Experiences                   |
| 26 October   | Family Economies                            |
| 2 November   | Working-Class Cultures                      |
| 9 November   | The Emergence of Labour Movements           |
| 16 November  | The Great Upheaval                          |
| 23 November  | TEST  |
|              | The Rise of Corporate Capitalism            |

#### THE TWENTIETH CENTURY: THE REMAKING OF WORKING-CLASS CANADA

##### A. CORPORATE CAPITALISM, 1890-1940

|             |                          |
|-------------|--------------------------|
| 30 November | The New Workplace Regime |
|-------------|--------------------------|

### Second Term

|            |  |
|------------|--|
| 4 January  | Family Economies                         |
| 11 January | The Art of Oral History                  |
|            | Popular Cultures                         |
| 18 January | New Labour Movements                     |
| 25 January | The Rise and Fall of the Workers' Revolt |

## B. GLOBAL CAPITALISM, 1940-75

|             |                                |
|-------------|--------------------------------|
| 1 February  | The New Economy and Management |
| 8 February  | Family Economies               |
| 15 February | READING WEEK                   |
| 22 February | Popular Cultures               |
| 1 March     | New Labour Movements           |

## C. THE NEW WORLD ORDER, 1975 TO THE PRESENT

|          |   |
|----------|---|
| 8 March  | Economic Restructuring and New State Policies |
| 15 March | Assault on Family Economies                   |
| 22 March | Rebuilding the House of Labour                |
| 29 March | The Future of the Working Class in Canada     |

## TUTORIALS

### First Term

#### Week of:

|              |  |
|--------------|--|
| 7 September  | Introduction   |
| 14 September | <p><b>The Working Class</b></p> <p>Extract from Gabrielle Roy, <u>The Tin Flute</u></p>  |
| 21 September | <p><b>Working in the Fur Trade</b></p> <p>Sylvia Van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830"</p> <p>Carolyn Podruchny, "Unfair Masters and Rascally Servants? Labour Relations Among Bourgeois, Clerks, and Voyageurs in the Montreal Fur Trade, 1780-1821"</p> |
| 28 September | <p><b>The Transition</b></p> <p>Ruth Bleasdale, "Class Conflict on the Canals of Upper Canada in the 1840s."</p>   |



Paul Craven and Tom Traves, "Dimensions of Paternalism: Discipline and Culture in Canadian Railway Operations in the 1850s."

5 October

### **Factory Work**

Jeremy Stein, "Time Space, and Social Discipline: Factory Life in Cornwall, Ontario, 1867-1893"

Eric Tucker, "Making the Workplace `Safe' in Capitalism: The Enforcement of Factory Legislation in Nineteenth-Century Ontario."

12 October

### **Race and Industry**

John Lutz, "After the Fur Trade: The Aboriginal Labouring Class of British Columbia, 1849-1890"

Jin Tan, "Chinese Labour and the Reconstructed Social Order of British Columbia."

19 October

### **Households**

Bettina Bradbury, "Pigs, Cows, and Boarders: Non-Wage Forms of Survival among Montreal Families, 1861-1891."

John Bullen, "Hidden Workers: Child Labour and the Family Economy in Late Nineteenth-Century Urban Ontario."

26 October

### **The Demon Rum**

Peter DeLottinville, "Joe Beef of Montreal: Working Class Culture and the Tavern, 1860-1889."

Kathryn Harvey, "Amazons and Victims: Resisting Wife Abuse in Working-Class Montreal, 1869-1879."

2 November

### **Craftworkers**

Gregory S. Kealey, "Printers and Mechanization"

Christina Burr, "Defending the `Art Preservative': Class and Gender Relations in the Printing Trades Unions, 1850-1914"

- 9 November      **The Great Upheaval**
- Lynne Marks, "The Knights of Labor and the Salvation Army: Religion and Working-Class Culture in Ontario, 1882-1890."
- 16 November      **Corporate Capitalism in Logging**
- Richard A. Rajala, "The Forest as Factory: Technological Change and Worker Control in the West Coast Logging Industry, 1880-1930."
- 23 November      **ESSAY WORKSHOP**
- 30 November      **Coal Miners and Industrial Capitalism**
- John R. Hinde, When Coal Was King  
Stephen Endicott, Bienfait

### **Second Term**

- 4 January      **Workers' Memories and Family Economies**
- Denyse, Baillargeon, "‘If You Had No Money, You Had No Trouble, Did You?’: Montreal Working-Class Housewives during the Great Depression."
- Joy Parr, "Rethinking Work and Kinship in a Canadian Hosiery Town, 1919-1950."
- 11 January      **The Art of Interviewing**
- Joan Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History."
- Kathryn McPherson, "Oral History."
- 18 January      **Organizing Immigrant Sojourners**

Robert Harney, "Montreal's King of Italian Labour: A Case Study of Padronism."

A. Ross McCormack, "The Industrial Workers of the World and Militant Industrial Unionism."

25 January

### **The Winnipeg General Strike**

David Bercuson, "Winnipeg 1919."

James Naylor and Tom Mitchell, "The Prairies."

1 February

### **The Postwar Compromise**

Donald M. Wells, "Origins of Canada's Wagner Model of Industrial Relations: The United Auto Workers in Canada and the Suppression of 'Rank and File' Unionism, 1936-1953."

Joan Sangster, "'We No Longer Respect the Law': The Tilco Strike, Labour Injunctions, and the State."

8 February

### **The Welfare State**

Dominique Jean, "The Language of Children's Rights, the Formation of the Welfare State, and the Democratic Experience of Poor Families in Quebec, 1940-55."

15 February

### **READING WEEK**

22 February

### **Drinking Cultures**

Robert A. Campbell, "Managing the Marginal: Regulating and Negotiating Decency in Vancouver's Beer Parlours, 1925-1954."

1 March

### **Upheaval in Construction**

Franca Iacovetta, "[construction strikes]"

8 March

### **Fighting with the State**

Bryan D. Palmer, "The Rise and Fall of British Columbia's Solidarity."

- 15 March            **The Rising of the Women**
- Meg Luxton, "Feminism as a Class Act: Working-Class  
Feminism and the Women's Movement in Canada."
- 22 March            No tutorial - **Essays Due**
- 29 March            **McJobs**
- Ester Reiter, "Life in a Fast-Food Factory."

## ASSIGNMENTS

### 1. Workers' Heritage Moments

**Worth 5 per cent**

The purpose of this assignment is to encourage students to isolate the main issues within a particular topic and to find ways of communicating ideas in popular form.

The assignment requires that groups of students within tutorials work together to prepare a five-minute dramatization of a major theme in the course and enact it for the entire class. The "script" for these presentations will be based on tutorial readings for the week **PLUS** additional primary material provided by the course director (**both** must be used). The form of presentation may include props, music, etc. as desired, but should not exceed five minutes. A brief class discussion will follow.

Each tutorial will divide into three groups. Each of these groups will perform one Worker's Heritage Moment. Each group must submit the script immediately after the presentation.

One week later, each student will submit an evaluation of his or her own experience in working on the presentations and of the participation of all members of the group.

One mark will be assigned to the whole group. A bonus mark will be available to any students whose fellow group members indicate that they made an unusually strong contribution to the presentation, and a negative mark for those who did not pull their weight according to a majority of their fellow group members.

The presentations will be on the following topics:

| <b>Date</b>  | <b>Topic</b>                   | <b>Tutorial</b> |
|--------------|--------------------------------|-----------------|
| 28 September | Working on the Railway         | 1               |
| 12 October   | Child Labour                   | 2               |
| 19 October   | Aboriginal Labour              | 3               |
| 26 October   | Making Ends Meet               | 4               |
| 2 November   | The Demon Rum                  | 5               |
| 9 November   | Women and Unions               | 1               |
| 16 November  | The Knights of Labor           | 2               |
| 4 January    | Scientific Management          | 3               |
| 11 January   | Working-Class Mothering        | 4               |
| 18 January   | Relief in the Great Depression | 5               |
| 25 January   | The Wobblies                   | 1               |
| 1 February   | The Winnipeg General Strike    | 2               |
| 8 February   | Organising Auto Workers        | 3               |
| 22 February  | Workers and the Welfare State  | 4               |

1 March

Money to Spend

5

## 2. Essay 1 (10-12 pages) Due 30 November 2004 Worth 15 per cent

### Organising Coal Miners

John Hinde and Stephen Endicott have each written a book that studies the ways in which coal miners in Canada tried to organise in the first half of the twentieth century. Each puts a great deal of emphasis on the role of one major strike. Your assignment is to write a paper based on these two books that analyses

- what motivated coal miners to organise collectively
- what kinds of organisations they created
- what kind of leadership these organisations had
- what sources of strength and weakness they encountered
- what they managed to accomplish and why they failed so often
- is a strike the best occasion to examine what workers want and how they are prepared to go about getting it?

## 3. Essay 2 (15-20 pages) per cent

Due 22 March 2005

Worth 30

You are expected to write a 15-20-page paper that explores the experience of wage-earners in one particular occupational group over the past half century (that is, since the 1940s). You should present an analysis of changing working and living conditions for the kind of worker you select, based on library research and at least TWO interviews with workers (you are free to do as many more as you would like). In order to get some sense of generational change, you should choose at least one over age 50 and another under 40. A carefully prepared questionnaire and a tape recorder will be essential. These interviews should be part of the raw material for your analysis, and the paper must involve more than simply narrating the stories of two lives. You should try to integrate all aspects of these workers' lives into a coherent analysis and to isolate the main changes that have taken place in the experience of this particular occupational group. You will find it helpful to keep the following categories of analysis in mind, but do not feel restricted to them. A special bibliography will be available later in the year.

1) industrial context: what has been the state of the market for the goods or services being produced? how has it changed?

2) labour market: what kind of labour has been needed for this work? how plentiful or scarce has it been? how much competition has there been for the

work? where have most of the workers come from (e.g., city, countryside, other countries, etc.)?

3) training: at home? in school? on the job? through apprenticeship?

4) management: what kind of management policies have governed this work? how tightly have they controlled the worker? how have these policies changed?

5) technology: what kind of tools and/or machinery is used? how has the technology been changing? what kinds of skills are involved? how valuable are these skills and how have they changed?

6) terms of employment: how well paid has the work been? have wages increased along with the cost of living? have they kept pace with other workers? what benefits have been received in addition to wages?

7) working conditions: what hours of work have been expected? what have the health and safety conditions been like? what holidays and vacations have been possible?

8) resistance: what evidence has there been that workers have resisted their employers' goals and tactics on the job? how much state involvement has there been? is there a union and a collective agreement governing the terms of employment? what differences has unionization (or lack of it) made? how much is the worker involved in his or her union? have these workers carried any of their concerns into politics?

9) family: what kind of family life have the wage-earners been involved in? what have their domestic responsibilities been and how have they changed? where have these responsibilities fit into the overall patterns of their life?

10) leisure: how have these workers had fun off the job? with whom have they socialized? have these patterns changed at all?

11) aspirations: what have these workers wanted out of life? how have they gone about trying to get it?

### **Possible occupational groups:**

They must be wage-earners (or salary-earners), not self-employed professionals or business people. Use your imagination and your personal or family connections. For example, autoworkers, steelworkers, clothing workers, packinghouse workers, printers, retail workers, cleaners, machinists, carpenters, plumbers, electricians, farm labourers, domestic servants, miners, loggers, secretaries, librarians, teachers, nurses, etc., etc.

**Step 1  
2005**

**Essay Workshop on Oral History**

**12-14 January**

Bring a bibliography of secondary sources for your chosen occupational group.

### **First Tutorial Assignment**

**14 September 2005**

#### **IN SEARCH OF THE WORKING CLASS**

The goal of the first tutorial in this course is to become more aware of the *filters* through which we have always had to view the working class. Many people and institutions from outside the ranks of workers have constructed images of working-class life and behaviour that most often reflect their own preoccupations. Workers have had difficulty presenting their own sense of themselves to the wider society, as a result of limited power and resources, and, when they have had that opportunity, have been careful in what they say and how they express it.

Preparing for the tutorial involves two steps. You are asked, first, to consider how one novelist wrote about the working class, and, second, to find and analyse an example of how workers are portrayed today.

#### **PART ONE**

Read the attached excerpt from the classic Canadian novel, *The Tin Flute*, by Gabrielle Roy, and come prepared to discuss the *viewpoint* of the author in presenting this slice of working-class life in Montreal in the 1930s.

#### **PART TWO**

This assignment is intended to encourage you to look critically at the ways in which workers are presented to us in various parts of the mass media. Please choose one source for careful analysis, fill in the spaces on the attached sheet, and bring it to your tutorial.



**Social Science 3210/History 3531****First Tutorial Assignment****14 September 2005****PART TWO****Type of source:** Newspaper or magazine article Photojournalism (newspaper or television) Movie or television program (comedy or drama) Television or radio news reporting Music Advertisement(s) Labour publication (magazine, newspaper, pamphlet)**Name or title of  
source:** \_\_\_\_\_**Brief description:**

**What does this source want us to know about workers? What overall impression of workers does it convey?**

**What was the perspective/viewpoint of the creator of this source? What was his or her goal in producing it?**

**What can we read from the source that might not have been intended?**





## Academic Support Services

Students can find academic support services, including help with writing skills, time management, motivation, personal concerns and problems, services for students with disabilities, etc. at the Centre for Student Development. Website: <http://csd.mcmaster.ca>

## Office of Disability and Access (KTH 118)

Special arrangements may be made for students with disabilities. Any student needing assistance because of a disability should contact the instructor as soon as possible.

## Academic Ethics

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at:

[http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

## Outline of Topics and Readings

### 1. Introduction – January 4

## PART I – IDEOLOGIES IN THE LATE 19<sup>th</sup> AND EARLY 20<sup>th</sup> CENTURIES

### 2. Marxism – January 11

- Karl Marx, *The Communist Manifesto*

### 3. Different Types of Marxists – January 18

- Melvyn Dubofsky, "The IWW, the Culture of Power, and the Concept of Power," pp.1-8.
- Dan Georgakas, "The IWW Reconsidered," pp.9-18.
- **Tutorial A – Marx and Marxists**

### 4. Henry George and Land Reform – January 25

- John Thomas, "Progress and Poverty," pp.19-35.
- **Tutorial B – Marx and Marxists**

**5. Gompersism & Business Unionism – February 1**

- Selig Perlman, “A Theory of the Labor Movement,” pp. 35-42.
- L.S. Reed, “Excerpt from Chapter I: The Labor Movement: Its Aims and Programs,” pp.43-54.

➤ **Tutorial A – George and Gompers**

**6. Consumerism – February 8**

- “Inventing the American Standard of Living,” pp.55-62.

➤ **Tutorial B – George and Gompers**

**PART II – RACE AND GENDER IN THE HISTORICAL FORMATION OF THE WORKING CLASS**

**7. Race I – Constructions of Minorities – February 15**

- David Goutor, “Drawing Different Lines of Color: Mainstream Canadian Labour’s Response to Blacks and the Chinese,” 63-84.

➤ **In Class Test, 7-8 pm**

**8. Race II – Making Whiteness – March 1**

- David Roediger, “Towards a Withering Away of Whiteness,” and “Labor in White Skin: Race and Working Class History,” pp. 85-98.

➤ **Return of Tests**

**9. Gender & “Gendering” the Study of Labour – March 8**

- Alice Kessler-Harris, “Treating the Male as “Other”: Redefining the Parameters of Labor History,” 99-106.

➤ **Tutorial A – Race and Gender**

**PART III – NEW DEVELOPMENTS & DISTINCT CASES**

**10. A Crucial Period – The War & Post-War – March 15**

- Nelson Lichtenstein, “A Labor Management Accord?” pp.115-142.

➤ **Tutorial B – Race and Gender**

**11. Distinct Canadian Ideologies I – the CCF – March 22**

- “The Regina Manifesto,” pp.107-115.

➤ **Essays Due**

➤ **Tutorial A – Militancy & Radicalism in the Mid-20<sup>th</sup> Century**

**12. Ideologies in Quebec – Catholic Unionism & Nationalist Radicals – March 29**

- Jacques Rouillard, “Major Changes in the Confédération des travailleurs catholiques du Canada, 1940 – 1960,” pp.143-171.

**➤ Tutorial B – Militancy & Radicalism in the Mid-20<sup>th</sup> Century****13. Neo-Conservatism – April 5**

- Thomas Frank, “Preface: A Deadhead in Davos”; and “A Great Time or What: Market Populism Explains Itself.”

**➤ Wrap-Up and Exam Prep**





**McMaster University Winter 2006**  
**Labour Studies 4E03**  
**COMPARATIVE LABOUR SYSTEMS:**  
**Migratory Labour Systems in Historical Perspective**

**Instructor: Prof. David Goutor**

**Office: KTH 701A**

**Office Hours: Wednesdays 3-4**

**Or by appointment**

**Office Phone: (905) 525-9140 ext.27292**

**Email – [goutord@mcmaster.ca](mailto:goutord@mcmaster.ca)**

**Labour Studies Home Page: <http://socserv.mcmaster.ca/labourstudies>**

**Fall Term 2006**

**Mon, 2:30pm**

**Room – KTH B101**

### **Course Description**

For centuries, mobility has been one of the most important characteristics of labour forces. This course surveys the vast array of migratory labour systems that have developed and evolved since the emergence of the trans-Atlantic slave trade. This is a comparative course in several senses. In particular, its approach is comparative in terms of time periods and stages of economic development (from pre-industrial to recent times), in terms of geographic region (from early New World colonies to Arab oil states), and in terms of forms of labour exploitation (eg. slavery, indenture, wage labour).

Hence, the course will give students training in transnational and global approaches to labour issues. It will also challenge students to expand their understanding of the world of work, particularly of the length and breadth of the history of workers on the move. Finally, students will gain an appreciation of different aspects of migratory labour systems, including the “push” and “pull” factors shaping people’s decisions to migrate, the commercial component of facilitating large-scale movements of labour, immigrant’s strategies of assimilation, adaptation and resistance, and the reaction of host societies to different types of immigrant workers.

### **Required Texts**

- There is no required textbook or courseware. Instead, all readings will be on reserve at the Mills library. Each week, students will be able to choose from a selection of readings.
- An excellent survey of migration history is Dirk Hoerder, *Cultures in Contact – World Migrations in the Second Millennium*, which is also on reserve at the Mills Library. Students are encouraged to use this book to gain a broad sense of particular migratory systems.

## Course Format

This is a seminar course. The professor will provide a general introduction of each week's subject, including broad themes, context, and questions. The vast majority of the class will be discussion and debate among students. To help generate positive and informed discussion, each week one or two students will be asked to draw upon key issues and findings from particular readings to help lead the discussion. Given the format of the course, and since there is no final exam, students' participation in class will be used to gauge their level of knowledge of course material. Indeed, class participation, including the presentations, is a core part of the course and is weighted accordingly.

### Assignments

The written assignments are designed to give the students a firm grounding in comparative methods of research and writing. The first assignment will be a brief review essay of one of the books on the reading list (excluding the collections of essays) or another book approved by the professor. In the major research paper, students will identify and explore in detail the central themes in an area of comparative or transnational immigration and labour history. Students are encouraged to use the review essay to begin their exploration of the topic that they will study for the final paper.

### Marking Scheme and Due Dates

|                   |                  |     |
|-------------------|------------------|-----|
| Participation     | throughout term  | 25% |
| Discussion Points | on selected week | 10% |
| Review Essay      | October 17       | 20% |
| Research Essay    | December 5       | 45% |

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## Outline of Topics and Readings

### 1. September 12 – Introduction

### 2. September 19 - The Atlantic Slave Trade in Broad Perspective

- i. Dirk Hoerder, *Cultures in Contact*, Ch.6.3, pp.149-157, and Ch.16.2, pp.413- 418.
- ii. Adam Hochschild, *Bury the Chains*, Part I “World of Bondage.”
- iii. Eric Williams, *Capitalism and Slavery*
- iv. Herbert Klein, *The Atlantic Slave Trade*.
- v. Philip Curtin, *Rise and Fall of the Plantation Complex*
- vi. Patrick Manning, *Slave Trades, 1500 – 1800: Globalization of Forced Labour*; Chaps 2 Paul Lovejoy – Volume of the Atlantic Slave Trade – A Synthesis; Chap 3 Patrick Manning, “Migrations of Africans to the Americas: The Impact on Africans, Africa & the New World.”
- vii. Johannes Postma, *The Atlantic Slave Trade*

### 3. September 26 - Slave Trade II – Comparative New World Cases

- i. Dirk Hoerder, *Cultures in Contact*, Ch.10.2 to 10.5, pp.240-256.
- ii. U.S.
  - i. Walter Johnson, *Soul By Soul- Life Inside the Ante-Bellum Slave Market*
  - ii. Michael Tadman, *Speculators and Slaves – Masters, Traders and Slaves in the Old South*
  - iii. Robert Conrad, *In the Hands of Strangers* (document collection)
- iii. Latin America & the Caribbean
  - i. Herbert Klein, *African Slavery in Latin America & the Caribbean*
  - ii. **Brazil** – Robert Edgar Conrad, *World of Sorrow – The African Slave Trade to Brazil*.
  - iii. Deyle, “A Marginal Institution on the Margin of the Atlantic System,” in Patrick Manning, *Slave Trades, 1500 – 1800: Globalization of Forced Labour*.

### October 3 - Emancipation & New Migratory Labour Systems

- iv. Dirk Hoerder, *Cultures in Contact*, Ch.15.2, pp.376-380, and part of 15.5, pp.395-98.
- v. Hugh Tinker, *A New System of Slavery – The Export of Indian Labor Overseas, 1830 - 1920*.

- vi. Walton Look Lai, *Indentured Labor, Caribbean Sugar – Chinese and Indian Migrants to the British West Indies, 1838 – 1918*.
- vii. Paul Lovejoy & Nicholas Rogers, eds. *Unfree Labour & the Development of the Atlantic World*.
- viii. Arthur Stinchcombe, *Sugar Island Slavery in the Age of Enlightenment*, Ch.10.
- ix. P.C. Emmer, ed., *Colonialism and Migration – Indentured Labour Before and After Slavery – Part III*
- x. Scott, Rebecca Jarvis, *The Abolition of Slavery and the aftermath of emancipation in Brazil*.

#### 4. October 9 – Thanksgiving – no class

#### 5. October 17 – European Working Class Migrations – The Case of Italians

- i. Broad Overview of “Proletarian Mass Migration”: Dirk Hoerder, *Cultures in Contact*, Ch.331-365.
- ii. Franca Iacovetta and Donna Gabaccia, eds., *Women, Gender, and Transnational Lives – Italian Workers of the World*.
- iii. Donna Gabaccia, *Italy’s Many Diasporas*, Parts 3, 4 & 5.
- iv. George Pozzetta and Bruno Ramirez, eds., *The Italian Diaspora: Migration Across the Globe*.
- v. Gianfausto Rosoli, “Italian Migration to European Countries from Political Unification to World War I,” in Dirk Hoerder, ed. *Labor Migration in the Atlantic Economy: The European and North American Working Classes during the Period of Industrialization*.
- vi. Samuel Baily, *Immigrants in the Land of Promise: Italians in Buenos Aires and New York City, 1870 – 1914*

#### 6. October 24 - Militancy and Migration – the Case of East European Jews

- i. Dirk Hoerder, *Cultures in Contact*, Ch.13.3, pp315-19 & 13.5, pp.323-25.
- ii. Susan Glenn, *Daughters of the Shtetl – Life and Labour in the Immigrant Generation*
- iii. Ruth Frager, *Sweatshop Strife – Class, Ethnicity and Gender in the Jewish Labour Movement of Toronto, 1900 – 1939*,
- iv. William Fishman, *East-End Jewish Radicals*
- v. Nancy Green, *The Pletzl of Paris – Jewish Immigrant Workers in the Belle Epoque*
- vi. Lee Mitzman, *Jewish Workers and the Labour Movement – A Comparative Study of Amsterdam, London, and Paris, 1870 – 1914*.
- vii. Ester Reiter, “Secular Yiddishkeit – Left Politics, Culture, and Community,” *Labour/le Travail*, 49, Spring 2002.  
<http://www.historycooperative.org/journals/lt/49/05reiter.html>

**7. October 31 - European Immigrant Labour Activism in Broader Perspective**

- i. Gabriel Kolko, *Main Currents of Modern American History*, (New York: Harper and Row, 1976), pp.67-99.
- ii. Donald Avery, “*Dangerous Foreigners*”: *European Workers and Labour Radicalism in Canada, 1896 – 1932*
- iii. Franca Iacovetta, “Manly Militants, Cohesive Communities, and Defiant Domestic: Writing About Immigrants in Canadian Historical Scholarship,” *Labour/le Travail*, #36, (Fall 1995)
- iv. Dirk Hoerder, ed. *Struggle a Hard Battle- Essays on Working Class Immigrants*.
- v. James Barrett, *Work and Community in the Jungle*, Chapter 4, “Unionization and Americanization.”
- vi. James R. Barrett “Americanization from the Bottom Up: Immigration and the Remaking of the Working-Class in the United States, 1800 – 1930,” *Journal of American History* 7, 3 (Dec. 1992) 996 – 1020.
- vii. Franca Iacovetta et. al. eds., *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, 1840s – 1960s*, Topic 6

**8. November 7 - Facing Exploitation and Exclusion – Asian Immigrants**

- i. Broad Overview: Dirk Hoerder, *Cultures in Contact*, Ch.15, pp.366-404.
- ii. Ronald Takaki, *Strangers from and Different Shore: A History of Asian Americans*, Chapters 1,2,3,5 & 6.
- iii. Ronald Takaki, *A Different Mirror: A History of Multi-Cultural America*, Chs. 8 & 10.
- iv. Gillian Creese, “Exclusion or Solidarity” LS 1A3 coursepack.
- v. Anthony Chang, “Bachelor Workers” in Iacovetta et. al. eds., *A Nation of Immigrants*, pp.231-250.
- vi. Tamara Adilman, “A Preliminary Sketch of Chinese Women and Work in British Columbia, 1858 – 1950,” in Barbara Latham, and Robert Pazdro, eds, *Not Just Pin Money – Selected Essays on the History of Women’s Work in British Columbia*, (Victoria: Camosun College, 1984), pp.53 – 79.
- vii. Sucheng Chan, *Asian Americans: an Interpretive Essay*, Chs 1-5.

**9. November 14 – Hostility Toward Immigrant Workers – A Broader Look**

- i. James Barrett and David Roediger, “Inbetween Peoples: Race, Nationality, and the “New Immigrant” Working Class,” in David Roediger *Colored White – Transcending the Racial Past*.
- ii. Jan Lucassen and Leo Lucassen, eds. *Migration, Migration History, History: Old Paradigms and New Perspectives*, Chapters By Donna Gabaccia (“The ‘Yellow Peril and Chinese of Europe: Global Perspectives on Race and Labor, 1815 – 1930”), Aristide Zolberg (“The Great Wall Against China”), Colin Holmes (“Immigration and Reaction in Britain”).
- iii. Ronald Takaki, *Iron Cages: Race and Culture in 19<sup>th</sup> Century America*, Chapters vii, x and xi

- iv. Alexander Saxton, *Indispensable Enemy – Labor and the anti-Chinese movement in California*
- v. David Goutor, “Drawing Different Lines of Colour: Mainstream Canadian Labour’s Response to Blacks and the Chinese,” *Labor: Studies in Working-Class History of the Americas*, Volume 2 #1, Spring 2005.

**10. November 21 - North American Continental Immigration – late 19<sup>th</sup>, early 20<sup>th</sup> Cents.**

- i. **Canada’s “Dual Role” in World Migratory Systems**
  - i. Bruno Ramirez, *Crossing the 49<sup>th</sup> Parallel – Migration from Canada to the United States, 1900 – 1930.*
  - ii. Bruno Ramirez, *On the Move, French Canadian and Italian Migrants in the North Atlantic Economy*
  - iii. Jacques Rouillard, *Ah, les Etats*, (1985)
- ii. **Mexican Migration**
  - i. Douglas Massey et.al, *Beyond Smoke and Mirrors – Mexican Immigration in an Era of Economic Integration – Chapter 3.*
  - ii. Juan Gomez Quinones, *Mexican American Labour, 1790 – 1990 – Parts 1&2*
  - iii. Lawrence Cardoso, *Mexican Emigration to the United States, 1897 – 1931*

**11. November 28 – Migrant Labour to Arab Oil States**

- i. Alan Richards and Phillip Martin, *Migration, Mechanization and Agricultural Labour Markets in Egypt*, Part II.
- ii. Rashid Amjad, ed., *To the Gulf and Back – Studies on the Economic Impact of Asian Labour Migration*, eco heavy & very dense & broad ranging,
- iii. Godfrey Gunatilleke, ed., *Migration of Asian Workers to the Arab World*
- iv. Godfrey Gunatilleke, ed., *Migration to the Arab World: Experience of Returning Migrants*

**12. December 5 – Migration in a Free Trade Zone - Mexican Migration in Late 20<sup>th</sup> C.**

- i. Eric Slosser, *Reefer Madness: Sex, Drugs, and Cheap Labor in the American Black Market*
- ii. Douglas Massey et.al, *Beyond Smoke and Mirrors – Mexican Immigration in an Era of Economic Integration – Chapter 6*
- iii. Lou Dobbs Money-Line, weeknights at 6 on CNN



Canadian Studies/History 476

Working-Class History in Canada and Australia





## Canadian Studies/History 476

### Working-Class History in Canada and Australia

The course will investigate aspects of working-class history in Canada and Australia from the mid-nineteenth century to the present. Initially the course will provide students with a broad chronological understanding of working-class history in Canada and Australia. Emphasis will be placed on drawing comparisons and contrasts between the experience of working people in Canada and Australia. Issues of class, gender and ethnicity will be a focus. The latter part of the course will concentrate on a number of special topics in Australian and Canadian labour history, including the Industrial Workers of the World, sex work, aboriginal labour, the labour process and the anti-capitalist movement. Throughout the course an emphasis will be placed on the political nature of working-class history and on theoretical issues relevant to the study of labour.

There is no set text(s) for this course, although students unfamiliar with labour history in Canada and Australia might like to consult some or all of the following books which provide overviews of our topic: G. Patmore, *Australian Labour History* (Melbourne, 1991); B. Palmer, *Working-Class Experience: Rethinking the History of Canadian Labour, 1880-1991*, second edition (Oxford, 1993); and C. Heron, *The Canadian Labour Movement: A Short History*, second edition (Lorimer, 1996).

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**NOTE: Plagiarism** is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in Trent University's "Academic Dishonesty Policy" which is printed in the 2006-7 Calendar supplement. **Please note:** in a Fourth-Year course, I consider plagiarism **a reason for failure in the course**. Because essays sometimes get lost or questions arise about the research and writing involved, **students are required to keep all their research notes, early drafts and a copy of their essay.**

## Assignments

**1. Seminar Participation (25%)** Your attendance at seminars and your participation in debates within the class is crucial to your final grade. Students should prepare for each seminar by reading the essential reading on each individual topic. The seminar participation mark will be based on your demonstration of familiarity with and understanding of set readings.

**2. Novel Assignment (15%).** In no more than 10 pages write an essay that deals with one of these three novels as examples of historical fiction relating to labour and labour history. The essay will be due 17 November. Further information on this assignment will be provided well in advance of the due date.

Gabrielle Roy, *The Tin Flute* (Toronto, 1958).

John Marlyn, *Under the Ribs of Death* (Toronto, 1957).

William Lane, *A Workingman's Paradise* (Sydney, 1892) available at <http://www.reasoninrevolt.net.au/biogs/E000006b.htm>

*The Tin Flute* and *Under the Ribs of Death* will both be available from the bookstore; I'll make my own copy of *A Workingman's Paradise* available.

**3. Essay Proposal and Historiographical Review (20%).** Prior to writing a major research essay for this course, students will be expected to submit a short essay (no more than 10 pages) outlining a proposed topic for their research (including the major historical problem to be addressed), and critically examining at least 3 books which will provide background to their project. Students may choose instead to concentrate on a number of articles, or a combination of books and articles. Emphasis should be placed on how these sources will contribute to the writing of your major research essay. This assignment will be due on 19 January.

**4. Major Research Paper (40%).** The Major Research Paper should be between 30-35 pages in length. The topic for this essay must be worked out in advance and should be discussed with me. I will advise you further on this assessment in seminars. Suggested topics will be provided. The major research paper will be due 9 April.

### Special Event – Professor David Montgomery

“Professor David Montgomery has been described as one of the most eminent historians in the United States. Trent is pleased to appoint Professor David Montgomery, an international scholar of significance and a sought-after lecturer and public speaker, as an Ashley Fellow for the 2006/07 year. ... Making the transition into academics a little later in life than most, Professor Montgomery has since made up for lost time, becoming a renowned historian and expert on American political and social life, as well as an engaging and decorated speaker.

Best known for authoring such books as *Beyond Equality: Labor and the Radical Republicans*, *The Fall of the House of Labor*, and more recently, *Citizen Worker*, Professor Montgomery has made a name for himself through the study and examination of labour movements in the U.S., becoming known as one of the key founders of the new American labour history after the 1960s. In addition, he has also become an internationally-renowned scholar, having much of his work translated into multiple languages.”

From

<http://www.trentu.ca/news/pressreleases/060227ashley.htm>.

Professor Montgomery will be speaking at the Lady Eaton Lecture Hall on the 26 Sept., 3 Oct., 10 Oct., and 17 Oct. The lectures will be in the evening (specific times will be provided in our first seminar). I strongly encourage you to attend these lectures as they will be pertinent to our course.

## **Seminar Programme**

The seminar programme is broken up into two parts – fall and winter sessions. In the fall session there will be 12 seminars. In the winter session there will be 8 seminars. Each session has a number of essential and further readings. You will **only** be expected to do the essential reading as preparation for each seminar. I have provided a list of further readings for two reasons – 1) for those who might like to explore a specific topic further; and 2) to aid you in the construction of a bibliography for your Major Research Paper.

### **Fall Session**

#### **Week 1: 11 September**

##### **Introduction**

General discussion about the course, assessment structure, assignments, the seminar programme, and any concerns you might have. Students do not have to do any reading for this seminar. In addition, we discuss the nature of comparative history – what it is, and its value.

## Week 2: 18 September

### The Politics of Labour History, or what is Working-Class History?

In this seminar we will discuss different theoretical approaches to working class history. You should try to read the essential readings in the order set out here. Begin with Harvey Kaye's article on 'The British Marxist Historians'. The British Marxist historians influenced a generation of labour historians from the 1960s onwards, manifest in the 'Introduction' to *Essays in Canadian Working Class History*. Not all labour historians welcomed this influence, however. The article by Bercuson constitutes a critical response to Canadian labour history influenced by the British Marxists. The article by Palmer is a response to Bercuson's critique. The final reading brings us up to date with the most recent developments in the writing of labour history.

#### Essential Readings

H. Kaye, 'Fanning the Spark of Hope in the Past: The British Marxist Historians,' *Rethinking History*, 4, 3, 2000: 281-294.

'Introduction' to G. Kealey and P. Warrian, eds., *Essays in Canadian Working Class History* (Toronto, 1976), 7-12 **R.**

D. Bercuson, 'Through the Looking Glass of Culture: An Essay on the New Labour History and Working-Class Culture in Recent Canadian Historical Writing,' *Labour/Le Travailleur*, 7, 1981: 95-112.

B.D. Palmer, 'Listening to History Rather than Historians: Reflections on Working Class History,' *Studies in Political Economy*, 20, summer 1986, 47-84 (reprinted in D. Bercuson and D. Bright, eds., *Canadian Labour History: Selected Readings*, second edition, Toronto, 1994: 80-103 **R.**

S. Scalmer, 'Experience and Discourse: A Map of Recent Theoretical Approaches to Labour and Social History,' *Labour History*, 70, 1996: 131-156.

### Week 3 – 25 September

#### Class Formation in the 19<sup>th</sup> Century in Canada and Australia

In this seminar we will discuss the process of class formation in Canada and Australia and the initial reaction of the Canadian and Australian working class's to the dominance of wage labour. As you are reading each of the essential readings take note of how the process of class formation was inflected by issues of gender and ethnicity. Background to this seminar can be found in the suggested texts for this course - Patmore, *Australian Labour History*, pp. 43-73 and Palmer, *Working-Class Experience*, Chapter 2.

#### Essential Readings

B.D. Palmer, 'Nineteenth Century Canada and Australia: The Paradoxes of Class Formation,' *Labour/Le Travail*, 38, 1996 (this article can also be found in *Labour History*, 71, 1996), 16-36.

C. Heron, 'The Second Industrial Revolution in Canada, 1890-1930,' in D.R. Hopkin and G.S. Kealey, eds., *Class, Community and the Labour Movement: Wales and Canada, 1850-1930* (LLAFUR/CCLH, 1989), 48-66 **R.**

R.W. Connell and T.H. Irving, *Class and Class Structure in Australian History: Documents, Narrative, Argument* (Melbourne, 1980), 50-60, 129-134 and 188-195 **R.**

K. Buckley and T. Wheelwright, *No Paradise for Workers: Capitalism and the Common People in Australia, 1788-1914* (Melbourne, 1988), 140-162 **R.**

#### Further Readings

Those interested in theories of class formation might like to consider:

I. Katznelson, 'Working-Class Formation: Constructing Cases and Comparisons,' In Katznelson and A.R. Zolberg, eds., *Working-Class Formation: Nineteenth Century Patterns in Western Europe and the United States* (Princeton, 1988), 13-22 **R.**

The early history of working-class experience in Canada and Australia can be found in:

M. Quinlan, M. Gardner, P. Akers, 'Reconsidering the Collective Impulse: Formal Organization and Informal Associations among Workers in the Australian Colonies, 1795-1850,' *Labour/Le Travail*, 52, 2003, 137-180.

E. Tucker, "'That Indefinite Area of Toleration": Criminal Conspiracy and Trade Unions in Ontario, 1837-77,' *Labour/Le Travail*, 27, 1991, 15-54.

## Week 4 – 2 October

### Class Conflict, Labour Reform and Labour Politics before 1914

In this seminar we will begin by looking at class conflict at the point of production. We will then move on to discuss how this confrontation between capital and labour was manifest in the political arena in both Canada and Australia. A general overview of labour politics in Canada and Australia can be found in the article by Irving and Seager, although it takes us well beyond the time-period considered in this seminar.

#### Essential Reading

T. Irving and A. Seager, 'Labour and Politics in Canada and Australia: Towards a Comparativist Approach to Developments to 1960,' *Labour/Le Travail*, 38, 1996 and *Labour History*, 71, 1996, 239-277.

B.D. Palmer and G.S. Kealey, 'The Bonds of Unity: The Knights of Labour in Ontario, 1880-1900,' in B.D. Palmer, ed., *The Character of Class Struggle: Essays in Canadian Working-Class History, 1850-1985* (Toronto, 1986), 37-65 **R.**

C. Heron, 'Labourism and the Canadian Working Class,' *Labour/Le Travail*, 13, 1984, 45-75.

B. Scates, 'Mobilizing Manhood: Gender and the Great Strike in Australia and Aotearoa/New Zealand,' *Gender and History*, 9, 2, 1997, 285-309.

R. Gollan, *Radical and Working-Class Politics: A Study of Eastern Australia, 1850-1910* (Melbourne, 1976), Chapter 8 'The Formation of the Labor Party' **R.**

#### Further Reading

For those interested in class conflict during this period also see:

D. Avery, 'European Immigrant Workers and Labour Protest in Peace and War, 1896-1916,' in D. Avery, *Reluctant Host: Canada's Response to Immigrant Workers* (Toronto, 1995), 60-81 **R.**

C. Heron and B. Palmer, 'Through the Prism of the Strike: Industrial Conflict in Southern Ontario, 1902-1914,' *Canadian Historical Review*, 58, 1977, 423-458.

J. Bennett, "*Rats and Revolutionaries*": *The Labour Movement in Australia and New Zealand, 1890-1914* (Dunedin, 2004), Chapter 1 'Strikes, Depression and Trans-Tasman Organisation,' 29-40 – available from me.

B. Scates, 'Gender, Household and Community Politics: the 1890 Maritime Strike in Australia and New Zealand,' *Labour History*, 61, 1991, 70-87.

On Labour reform and Labour Politics see:

R. Markey, *The Making of the Labor Party in NSW, 1880-1900* (Kensington, 1988) – available from me.

C. Burr, “‘The Other Side’: The Rhetoric of Labour Reform,” in C. Burr, *Spreading the Light: Work and Labour Reform in Late-Nineteenth-Century Toronto* (Toronto, 1995), 14-31 **R.**



## Week 5 – 9 October

### Building Socialism: The Canadian and Australian Experience

In this seminar we will look at the history of socialism in Canada and Australia before the First World War. We will investigate how well socialist ideas ‘travelled’ in Australia and Canada in this period and compare and contrast the Canadian and Australian experience. Emphasis will be placed on the relationship between gender, race and socialism.

#### Essential Readings

L. Kealey, ‘Socialism and the Woman Question, 1900-1914,’ *Labour/Le Travail*, 14, 1984, 77-100.

A. Seager, ‘Socialists and Workers: The Western Canadian Coal Miners, 1900-1921,’ *Labour/Le Travail*, 16, 1985, 23-60.

V. Burgmann, ‘Racism, Socialism, and the Labour Movement, 1887-1917,’ *Labour History*, 47, 1984, 39-54.

M. Lake, ‘Socialism and Manhood: The Case of William Lane,’ *Labour History*, 50, 1986, 54-62.

B. Scates, ‘Socialism and Feminism: The Case of William Lane, A Reply to Marilyn Lake,’ *Labour History*, 59, 1990, 45-58.

#### Further Readings

For more on socialism see:

G. Frieson, ‘Years in Revolt: Regionalism, Socialism and the Western Canadian Labour Movement,’ *Labour/Le Travail*, 1, 1976, 139-157.

V. Burgmann, *In Our Time: Socialism and the Rise of Labor, 1885-1905* (Sydney, 1988), 49-68 – available from me.

## Week 6 – 16 October

### War and the Labour Movement in Canada and Australia

In this seminar we will explore the experience of the Canadian and Australian labour movements during the Great War. Our focus will be on domestic labour issues in Australia and Canada, but it shouldn't be forgotten that it was Australian and Canadian workers who formed the bulk of their nation's armies slaughtered on the killing fields of Europe during 1914-1918.

#### Essential Readings

G.S. Kealey, 'State Repression of Labour and the Left, 1914-1920: The Impact of the First World War,' *Canadian Historical Review*, 73, 1992, 281-314.

M. Leier, 'Plots, Shots, and Liberal Thoughts: Conspiracy Theory and the Death of Ginger Goodwin,' *Labour/Le Travail*, 39, 1997, 215-224.

S. Scott, 'A Profusion of Issues: Immigrant Labour, the World War, and the Cominco Strike of 1917,' *Labour/Le Travail*, 2, 1977, 540-578.

J. Damousi, 'Socialist Women and Gendered Space: The Anti-Conscription and Anti-War Campaigns of 1914-1918,' *Labour History*, 60, 1991, 1-15.

G. Fischer, "'Enemy Labour": Industrial Unrest and the Internment of Yugoslav Workers and the Internment of Yugoslav Workers in Western Australia during World War I,' *Australian Journal of Politics and History*, 34, 1988, 1-15.

#### Further Readings

C. Heron and M. Siemiatycki, 'The Great War, the State, and Working Class Canada,' in C. Heron, *The Workers' Revolt in Canada 1917-1925* (Toronto, 1998), 11-42 **R**.

M. Sieniatcki, 'Munitions and Labour Militancy: The 1916 Hamilton Machinists Strike,' *Labour/Le Travail*, 3, 1978, 131-152.

On issues of labour, war, and gender see:

J. Smart, 'Feminists, Food and the Fair Price: The Cost of Living Demonstrations in Melbourne, August-September 1917,' *Labour History*, 50, 1986, 113-131.

L. Kealey, "'This Crimson Storm of War": Women, War, and Socialism,' in L.S. Kealey, *Enlisting Women for the Cause: Women, Labour, and the Left in Canada, 1890-1920* (Toronto, 1998), 192-218, which can be profitably compared with the Damousi article in the essential readings **R**.

## Week 7 – 30 October

### The Red Years: Labour Revolts in Canada and Australia, 1917-1920

The years towards the end and immediately after the First World War constituted the great age of international working-class protest. From St Petersburg to Munich, Turin to Glasgow, the working class launched a massive challenge to the capitalist social order. Canada and Australia also saw their fair share of working-class protest and revolt. As we will see in this seminar, workers in Sydney and Winnipeg, like their brothers and sisters in St Petersburg and Turin, also registered their discontent with the status quo.

#### Essential Readings

G.S. Kealey, '1919: The Canadian Labour Revolt,' *Labour/Le Travail*, 13, 1984, 11-44.

T. McCallum, 'Not a Sex Question: The One Big Union and the Politics of Radical Manhood,' *Labour/Le Travail*, 42, 1998, 15-54.

R. Bollard, "'The Active Chorus": The Great Strike of 1917 in Victoria,' *Labour History*, 2006, 77-94.

L. Taska, 'Defence not Defiance: Social Protest and the NSW General Strike in 1917,' *Labour History*, 60, 1991, 16-33.

#### Further Reading

For more on labour protest during these years, see:

N. Reilly, 'The General Strike in Amherst, Nova Scotia, 1919,' in D. Frank and G.S. Kealey, eds., *Labour and Working-Class History in Atlantic Canada: A Reader* (St Johns, 1995), 258-278 **R**.

G. Ewen, 'Quebec: Class and Ethnicity,' in C. Heron, ed., *The Workers' Revolt in Canada 1917-1925* (Toronto, 1998), 87-143 **R**.

L. Kealey, "'No Special Protection – No Sympathy": Women's Activism in the Canadian Labour Revolt of 1919,' in D.R. Hopkin and G.S. Kealey, eds., *Class, Community and the Labour Movement: Wales and Canada, 1850-1930*, 160-198 **R**.

R. Evans, "'Some Furious Outbursts of Riot": Returned Soldiers and Queensland's "Red Flag" Disturbances, 1918 -1919,' *War and Society*, 3, 2, 1985, 75-98.

## Week 8 – 6 November

### **The Working Class and the Labour Process: Work, Scientific Management and Paternalism in Australia and Canada before 1945**

The investigation of the labour process by historians of the working class was largely inspired by Harry Braverman's classic *Labor and Monopoly Capital* (1974). Reflecting that development, we will begin this seminar by discussing Braverman's description of 'scientific management' or Taylorism. We will also discuss other managerial innovations, including paternalism, and the response of the Australian and Canadian working classes to all these forms of class struggle.

#### Essential Readings

H. Braverman, 'Scientific Management' in *Labor and Monopoly Capitalism* (New York, 1974), 83-125 **R.**

R.A. Royata, 'The Forest as Factory: Technological Change and Worker Control in West Coast Logging, 1890-1930,' *Labour/Le Travail*, 32, 1993, 73-104.

L. Taska, "'All a Matter of Timing": Managerial Innovation and Workplace Culture in New South Wales Railways and Tramways Prior to 1921,' *Australian Historical Studies*, 29, 11, 1998, 1-26.

C. Reckie, "'Humanising Industry": Paternalism, Welfarism and Labour Control in Sydney's Big Stores, 1890-1930,' *Labour History*, 53, 1987, 1-19.

J. Sangster, 'The Softball Solution: Female Workers, Male Managers and the Operation of Paternalism at Westclox, 1923-60,' *Labour/Le Travail*, 32, 1993, 167-200.

#### Further Readings

This is a huge topic. For further work specific to Canada and Australia, consult:

C. Heron, 'The Crisis of the Craftsmen: Hamilton's Metal Workers in the Early Twentieth Century,' *Labour/Le Travail*, 6, 1980, 7-48.

R. Frances, 'No More Amazons: Gender and Work Process in the Victorian Clothing Trades, 1890-1939,' *Labour History*, 50, 1986, 95-115.

C. Nyland, 'Scientific Management and the 44 Hour Week,' *Labour History*, 53, 1987, 20-37.

C. Wright, 'Taylorism Reconsidered: The Impact of Scientific Management within the Australian Workplace,' *Labour History*, 64, 1993, 34-53.

Theoretical issues are discussed in:

B. Palmer, 'Class, Conception and Conflict: The Thrust for Efficiency, Managerial Views of Labour and the Working Class Rebellion, 1903-1922,' *The Review of Radical Economics*, 7, 2, 1975, 31-49.

M. Burawoy, 'Towards a Marxist Theory of the Labour Process: Braverman and Beyond,' *Politics and Society*, 8, 3/4, 1979, 247-312.

V. Beechy, 'The Sexual Division of Labour and the Labour Process: A Critical Reading of Braverman,' in S. Wood, ed., *Degradation of Work? Skilling, Deskilling and the Labour Process* (London, 1982), 54-73 **R**.

## Week 9 – 13 November

### The Great Depression and the (non) Working Class in Canada and Australia

The Great Depression of the 1930s affected the whole of the industrialised world, including Canada and Australia. Indeed, given their reliance on the British Empire, the depression hit especially fast and hard in Canada and Australia. Of course, it hit the working classes hardest of all – and sometimes they hit back hard. Their experience in the early 1930s will constitute the area for discussion in this seminar.

#### Essential Reading

J. Manley, “‘Starved, Be Damned’: Communists and Canada’s Urban Unemployed, 1929-39,” *Canadian Historical Review*, 79, 3, 1998, 466-491.

S. Cadigan, ‘Battle Harbour in Transition: Merchants, Fishermen and the State in the Struggle for Relief in a Labrador Community during the 1930s,’ in Frank and Kealey, eds., *Labour and Working Class History in Atlantic Canada*, 322-344 **R.**

D. Baillargeon, “‘If You Had No Money, You Had No Trouble, Did You?’: Montréal Working-Class Housewives During the Great Depression,” *Women’s History Review*, 1, 2, 1992, 217-237.

G. Spenceley, ‘The Broadmeadows Camp 1930-1932: A Microscope on Social Control and Human Rights in the Depression of the 1930s,’ *Labour History*, 67, 1994, 57-73.

J. Scott, ‘A Place in Normal Society: Unemployed Protest in Queensland in the 1930s,’ *Labour History*, 65, 1992, 136-149.

#### Further Reading

For more on workers’ experience, consult:

L. M. Grayson, ed., *The Wretched of Canada: Letters to R.B. Bennett, 1930-1935* (Toronto, 1971), for the experience of some working-class Canadians in their own words **R.**

L. A. Browne, ‘Unemployment Relief Camps in Saskatchewan, 1933-1936,’ *Saskatchewan History*, 23, 1970, 81-104, which could be read alongside the Spenceley article and,

B. Costar, ‘Controlling the Victims: The Authorities and the Unemployed in Queensland during the Great Depression,’ *Labour History*, 56, 1989.

For articles on the state and relief in Canada and Australia, see:

M. Klee, 'Fighting the Sweatshop in Depression Ontario: Capital, Labour and the Industrial Standards Act,' *Labour/Le Travail*, 45, 2000, 13-51.

R. Walker, 'Mr. Lang's Dole: The Administration of Food Relief in NSW, 1930-1932,' *Labour History*, 51, 1986, 70-84.

G. Spenceley, "'The Minister for Starvation': William Kent Hughes, Fascism and the Unemployment Relief (Administration) Act of 1933,' *Labour History*, 81, 2001, 135-154.

## Week 10 – 19 November

### Labour in Capitalism's Golden Age: Unionism and the Welfare State, 1940-1973

The years following the Second World War are known as capitalism's 'golden age' (at least for those in the West). These years also saw the re-emergence of labour following the devastation of the 1920s and 1930s and the construction of the Welfare State in Canada and Australia. We will discuss all these topics in this seminar.

#### Essential Readings

S. Garton and M.E. McCullum, 'Workers Welfare: Labour and the Welfare State in Twentieth Century Australia and Canada,' *Labour/Le Travail*, 38, 1996 and *Labour History*, 71, 1996, 116-141.

J. Sangster, "'We No Longer Respect The Law": The Tilco Strike, Labour Injunctions, and the State,' *Labour/Le Travail*, 53, 2004, 47-87.

P. McInnis, 'Teamwork for Harmony: Labour-Management Production Committees and the Postwar Settlement in Canada,' *Canadian Historical Review*, 77, 1996.

T. Sheridan, 'The Trade Unions and Postwar Reconstruction,' in A. Curthoys and J. Merritt, eds., *Better Dead Than Red: Australia's First Cold War, 1945-1959*, volume 2 (North Sydney, 1986), 3-17 **R**.

R. Harris, 'The Suburban Worker and the History of Labor,' *International Labor and Working Class History*, 64, 2003, 8-24.

B. Ellem, 'Women's Rights and Industrial Relations under the Postwar Compact in Australia,' *International Labor and Working Class History*, 56, 1999, 45-64.

#### Further Reading

Once again, this is a huge topic and you might like to explore other issues:

S. Prentice, 'Workers, Mothers, Reds: Toronto's Postwar Daycare Fight,' *Studies in Political Economy*, 20, 1989, 115-141.

J. Murphy, 'Shaping the Cold War Family: Politics, Domesticity and Policy Interventions in the 1960s,' *Australian Historical Studies*, 26, 105, 1995, 544-567.

L. Black, 'Social Democracy and Full Employment: The Australian White Paper, 1945,' *Labour History*, 46, 1984, 34-51.



P. Sugiman, 'Becoming Union Wise, 1950-1963,' from P. Sugiman, *Labour's Dilemma: The Gender Politics of the Auto Workers in Canada, 1937-1979* (Toronto, 1994), 18-36  
**R.**

P. Cochrane, 'Company Time: Management, Ideology and the Labour Process, 1940-1960,' *Labour History*, 54, 1988, 1-16.

## Week 11 – 26 November

### Neo-Liberalism, Capitalist Reconstruction and Globalization

#### Class War against Labour at the End of History

The capitalist world economy lurched into crisis in the early-to-mid 1970s. The capitalist reconstruction which followed the crisis was characterised by the return of laissez-faire economics, an assault on the institutions of labour and the hegemony of neo-liberal ideology. In this seminar we will discuss the place of the working-class in Canada and Australia in our time – a time designated by liberals around the world as the end of history.

#### Essential Readings

S. Gindin and J. Stanford, 'Canadian Labour and the Political Economy of Transformation,' in W. Clement and L. Vosko, eds., *Changing Canada: Political Economy as Transformation* (McGill, 2002), 422-442 **R.**

R. Lambert, 'Globalisation and the Erosion of Class Compromise in Contemporary Australia,' *Politics and Society*, 18, 2000, 93-118.

D. Sadler and B. Fagan, 'Australian Trade Unions and the Politics of Scale: Reconstructing the Spatiality of Industrial Relations,' *Economic Geography*, 80, 1, 2004, 23-43.

K. Moody, *Workers in a Lean World: Unions in an International Economy* (London, 1997), 180-200 **R.**

L. Panitch and D. Swartz, *The Assault on Trade Union Freedom: From Wage Controls to Social Contract* (Toronto, 1993), 21-44 **R.**

#### Further Readings

B.D. Palmer, *Working-Class Experience: Rethinking the History of Canadian Labour, 1800-1991* (Toronto, 1991, second edition), 405-417 **R.**

D. Camfield, 'Neoliberalism and Working-Class Resistance in British Columbia: The Hospital Employees Union Struggle, 2002-2004,' *Labour/Le Travail*, 57, 2006, 9-41.

T. Gordon, 'The Political Economy of Law-and-Order Policing: Policing, Class Struggle and Neoliberal Restructuring,' *Studies in Political Economy*, 75, 2005.

A. Lavelle, 'Social Democracy and Neo-Liberalism: A Case Study of the Australian Labor Party,' *Political Studies*, 53, 4, 2005, 753-771.

B. Leach, 'The New Right and the Politics of Work and Family in Hamilton,' *Atlantis*, 21, 2, 1997, 35-46.

S. Tufts, 'Community Unionism in Canada and Labor's (Re) Organization of Space,' *Antipode*, 30, 3, 1998, 227-250.

P. Fairbrother, S. Svenson and J. Tucker, 'The Ascendancy of Neo-liberalism in Australia,' *Capital and Class*, 63, 1997, 1-12.

M.D. Yates, *Naming the System: Inequality and Work in The Global Economy* (New York, 2003), 91-118 **R.**

## Week 12 – 3 December

### The Death of Labour History or New (Transnational) Beginnings?

In this seminar we will discuss two debates over the future of labour history, one that took place in Australia in the early 1990s and one that occurred in Canada in the same period. In addition, we will consider the prospect of a new area of enquiry – transnational working-class history.

#### Essential Readings

V. Burgmann, 'The Strange Death of Labour History,' in B. Carr et al., *Bede Nairn and Labour History* (Leichardt, 1991), 69-82 **R**.

R. Frances and B. Scates, 'Is Labour History Dead?,' *Historical Studies*, 25, 100, 1993, 470-481.

M. Leier, 'W[h]ither Labour History? Regionalism, Class and the Writing of BC History,' *BC Studies*, 111, 1996, 61-75.

B.D. Palmer, 'Class and the Writing of History: Beyond BC,' *BC Studies*, 111, 1996, 61-75 (see also the responses to both Leier and Palmer from V. Strong Boag and R. MacDonald, 84-92).

M. van der Linden, 'The Globalization of Labour and Working-Class History and its Consequences,' *International Labor and Working-Class History*, 65, 2004, 136-156.

#### Further Reading

For debates further afield, consult:

'The End of Labor History?,' the 1993 supplement to the *International Review of Social History*, 38, 1993.

D. Geary, 'Labour History, the "Linguistic Turn" and Postmodernism,' *Contemporary European History*, 9, 3, 2000, 445-462.

B.D. Palmer, 'The Poverty of Theory Revisited: Or, Critical Theory, Historical Materialism, and the Ostensible End of Marxism,' *Left History*, 1, 1993.

A. Kessler-Harris, 'Treating the Male as "Other": Redefining the Parameters of Labor History,' *Labor History*, 34, 2-3, 1994, 190-204 (and the replies to Kessler-Harris's article in the same issue).

## Winter Session

### Special Topics

#### Week 1 – 8 January

#### Aboriginal Labour in Canada and Australia

The study of Aboriginal labour is a relatively recent sub-section of working-class history. Although new, it has quickly generated a large historiography. In this seminar we will explore a selection of that material and discuss issues which it raises.

#### Essential Reading

J. Lutz, 'After the Fur Trade: The Aboriginal Labouring Class of British Columbia, 1849-1890,' *Journal of the Canadian Historical Association*, new series, 3, 1992, 67-93.

R. Bourgeault, 'The Indian, the Métis, and the Fur Trade: Class, Sexism, and Racism in the Transition from "Communism" to Capitalism,' *Studies in Political Economy*, 12, 1983, 45-80.

R. Broome, 'Aboriginal Workers on South-Eastern Frontiers,' *Australian Historical Studies*, 26, 102, 1994, 202-220.

M. Hess, 'Black and Red: The Pilbara Pastoral Workers' Strike, 1946,' *Aboriginal History*, 18, 1-2, 1994, 65-83.

#### Further Reading

If you are interested in exploring this topic further, see:

R. Foster, 'Rations, Coexistence, and the Colonisation of Aboriginal Labour in the South Australian Pastoral Industry, 1860-1911,' *Aboriginal History*, 24, 2000, 1-26.

J.M. Nicol, "'Unions Aren't Native": The Muckamuck Restaurant Labour Dispute, Vancouver, B.C. (1978-1983),' *Labour/Le Travail*, 40, 1997, 235-251.

## Week 2 – 15 January

### Race, Immigration and the Labour Movement in Canada and Australia

Immigrant labour has been crucial to the development of capitalism in both Canada and Australia and to the experience of class formation in each country. Consequently, the working-class has often been fragmented along lines of race and ethnicity. In this seminar we will explore this fracture in the labour movement, moments of its transcendence, and the experience of immigrant labour.

#### Essential Readings

F. Iacovetta, M. Quinlan and I. Radforth, 'Immigration and Labour: Australia and Canada Compared,' *Labour History*, 71, 1996 and *Labour/Le Travail*, 38, 1996, 90-115.

D. Goutor, 'Drawing Different Lines of Color: The Mainstream English Canadian Labour Movements approach to Blacks and Chinese, 1880-1914,' *Labor: Studies in Working-Class History of the Americas*, 2, 2005, 55-76.

M. J. Mathieu, 'North of the Colour Line: Sleeping Car Porters and the Battle against Jim Crow on the Canadian Rails, 1880-1920,' *Labour/Le Travail*, 47, 2001, 9-41.

R. Markey, 'Race and Organised Labour in a White Settler Society: The Australian Case, 1850-1901,' in M. van der Linden and J. Lucassen, eds., *Racism and the Labour Movement: Historical Studies* (New York, 1995), 345-372.

J. Martinez, 'Questioning "White Australia": Unionism and "Coloured" Labour, 1911-1937,' *Labour History*, 76, 1999, 1-19.

#### Further Reading

This is a huge topic, inadequately covered in one seminar. For those interested, here are further readings on this important topic:

R. Lamberton, 'The Dresden Story: Racism, Human Rights, and the Jewish Labour Committee of Canada,' *Labour/Le Travail*, 47, 2001, 43-82.

N. Rani Sharma, 'Race, Class and Gender and the Making of Difference: The Social Organisation of Migrant Workers in Canada,' *Atlantis*, 24, 2, 2000, 5-15.

G. Creese, 'Class, Ethnicity, and Conflict: The Case of Chinese and Japanese Immigrants, 1880-1920,' in R. Warburton and D. Cohen, ed., *Workers, Capital and the State in British Columbia* (Vancouver, 1988), 55-85.

V. Burgmann, 'Capital and Labour: Responses to Immigration in the Nineteenth Century,' in A. Curthoys and A. Markus, eds., *Who Are Our Enemies? Racism and the Australian Working Class* (Sydney, 1978).

J. Gregson, 'It All Started On The Mine? The 1934 Kalgoorlie Race Riots Revisited,' *Labour History*, 80, 2001.

R. Pascoe and P. Bertola, 'Italian Miners and the Second Generation "Britishers" at Kalgoorlie, Australia,' *Social History*, 10, 1, 1995, 9-35.

### Week 3 – 22 January

#### Working-Class Culture, Leisure and Social Control in Canada and Australia

Culture, understood as a site of conflict and as an arena of working-class agency, was an important weapon in the theoretical armoury of the ‘new labour historians’ who we encountered in our opening seminar. In this seminar we will investigate the idea of working-class culture, especially as it was expressed in sport and taverns. We will also investigate the response of the capitalist social order to this area of working-class self-expression.

#### Essential Readings

P. Delottinville, ‘Joe Beef Montreal: Working-Class Culture and the Tavern, 1869-1889,’ *Labour/Le Travail*, 8/9, 1981/2, 9-40.

R. Campbell, ‘Managing the Marginal: Regulating and Negotiating Decency in Vancouver’s Beer Parlours,’ *Labour/Le Travail*, 44, 1999, 109-127.

P. Burke, ‘Workplace Football, Working-Class Culture and the Labour Movement in Victoria, 1910-1920,’ *Labour History*, 89, 2005, 179-196.

R. Evans, ‘”To Try To Ruin”: Rock’n’Roll, Youth Culture and Law’n’Order in Brisbane, 1956-1957,’ *Australian Historical Studies*, 28, 1997, 106-119.



## Week 4 – 29 January

### Sex, Gender and Sex Work in Labour History: Prostitution in Canada and Australia

Labour history is no longer just about unions, miners and labour parties. Working-class history is now interested in all sorts of different work, various kinds of working-class people and all aspects of working-class culture. In recent years Labour historians, influenced by feminist theory and gender history, have paid increasing attention to issues of sex and sex work. In this seminar we will explore some of this work and discuss some of its concerns.

#### Essential Reading

B. Ross, 'Bumping and Grinding on the Line: Making Nudity Pay,' *Labour/Le Travail*, 46, 2000, 221-250.

J. Sangster, *Regulating Girls and Women: Sexuality, the Family, and Law in Ontario, 1920-1960* (Don Mills, Ont., 1998), 85-130.

R. Frances, 'Australian Prostitution in International Perspective,' *Australian Historical Studies*, 27, 106, 127-141.

R. Frances, 'Sex Workers or Citizens? Prostitution and the Shaping of "Settler" Society in Australia,' *International Review of Social History*, 44, 1999, 101-122.

#### Further Reading

A. Levesque, *Making and Breaking the Rules: Women in Quebec, 1919-1939* (Toronto, 1994).

R.E. Hither, 'The Oldest Profession in Winnipeg: The Culture of Prostitution in the Point Douglas Segregated District, 1909-1912,' *Manitoba History*, 41, 2-3, 2001, 2-13.

S. Maynard, 'Horrible Temptations: Sex, Men and Working-Class Male Youth in Urban Ontario, 1890-1935,' *Canadian Historical Review*, 78, 2, 1997, 191-234.

J. Bedford, 'Prostitution in Calgary, 1905-1914,' *Alberta History*, 29, 2, 1981, 1-11.

A. Macklin, 'Dancing Across Borders: "Exotic Dancers", Trafficking and Canadian Immigration Policy,' *International Migration Review*, 37, 2, 2003, 464-500.

R. Frances, 'Australian Prostitution since World War II,' *Australian Studies*, 106, 1996, 470-482.

S. Adams and R. Frances, 'Lighting the Veil: The Sex Industry, Museums and Galleries,' *Labour History*, 85, 2003, 47-64.

R. Frances, 'A History of Female Prostitution in Australia since 1788,' in R. Perkins et al. eds., *Sex Work and the Sex Industry* (Sydney, 1994), available at [www.hartford-hwp.com/archives/24/230.html](http://www.hartford-hwp.com/archives/24/230.html)

## Week 5 – 5 February

### Industrial Workers of the World

The Industrial Workers of the World (IWW) had a big impact on labour movements at the beginning of the twentieth century, both in Canada and Australia. In this seminar we will explore the IWW's ideology, impact and legacy.

#### Essential Readings

M. Leier, *Where the Fraser River Flows: The Industrial workers of the World in British Columbia* (Vancouver, 1990), 1-31.

P.J. Campbell, 'The Cult of Spontaneity: Finnish-Canadian Bushworkers and the IWW in Ontario,' *Labour/Le Travail*, 41, 1998, 117-146.

V. Burgmann, *Revolutionary Industrial Unionism: The Industrial Workers of the World* (Melbourne, 1995).

F. Shor, 'Masculine Power and Virile Syndicalism: A Gendered Analysis of the IWW in Australia,' *Labour History*, 63, 1992, 83-99.

P. Buhle, 'The Legacy of the IWW,' *Monthly Review*, 57, 2, 2005: 13-27.

## Week 6 – 12 February

### Ideology and the Labour Movement: Communism in Canada and Australia

In 1917 the Russian Bolsheviks established the first communist state. The influence of this event around the world was enormous. In this seminar we will discuss the influence of communism on working-class history in Canada and Australia, primarily through an exploration of the ‘orthodox’ Communist parties in each country.

#### Essential Readings

J. Sangster, ‘Rebistnytsia, Ukrainian Communists and the “Porcupinism” Debate: Reassessing Ethnicity, Gender and Class in Early Canadian Communism, 1922-1930,’ *Labour/Le Travail*, 56, 2005, 51-91.

J. Manley, ‘“Communists Love Canada!”: The Communist Party of Canada, the “People” and the Popular Front, 1933-1939,’ *Journal of Canadian Studies*, 36, 4, 2001-02, 59-86.

S. Macintyre, ‘Dealing with Moscow: The Comintern and the Early History of the Communist Party in Australia,’ *Labour History*, 67, 1994, 128-143.

P. Deery, ‘Labor, Communism and the Cold War: The Case of “Diver” Dobson,’ *Australian Historical Studies*, 28, 108, 1997, 66-87.

#### Further Reading

D. Ackers, ‘Rebel or Revolutionary? Jack Kavanagh and the Early Years of the Communist Movement in Vancouver, 1920-1925,’ *Labour/Le Travail*, 30, 1992, 9-44.

J. Manley, ‘Does the International Labour Movement Need Salvaging? Communism, Labourism, and the Canadian Trade Unions, 1921-1928,’ *Labour/Le Travail*, 41, 1998, 147-180.

J. Sangster, ‘The Communist Party and the Woman Question, 1922-1929,’ *Labour/Le Travail*, 15, 1985, 25-56.

D. Manod, ‘The Agrarian Struggle: Rural Communism in Alberta and Saskatchewan, 1926-1935,’ *Historie Sociale/Sociale History*, 18, 35, 1985, 99-118.

J. Manley, ‘Red or Yellow? Canadian Communists and the “Long” Third Period, 1927-1936,’ in M. Worley, ed., *In Search of Revolution: International Communist Parties in the Third Period* (London and New York, 2004), 22-46.

M. Steedman, ‘The Promise: Communist Organising in the Needle Trades: The Dressmakers Campaign, 1928-1937,’ *Labour/Le Travail*, 34, 1995, 37-73.

M.J. Earle, 'The Coalminers and their "Red Union": the Amalgamated Mine Workers of Nova Scotia, 1932-1936,' *Labour/Le Travail*, 22, 1988, 99-138.

S. Macintyre, 'Foundations: The Early History of the Australian Communist Party,' *Left History*, 1, 2, 1993, 51-62.

B. Symons, 'All-Out for the People's War: Communist Soldiers in the Australian Army in the Second World War,' *Australian Historical Studies*, 26, 105, 598-614.

D. Menghetti, 'Coal and the Cold War: Queensland as Another "Bastion Against the Red Flood",' *Australian Historical Studies*, 26, 103, 1995, 438-451.

## Week 7 – 26 February

### Representations of the Working Class and Socialist Iconography

In this seminar we will discuss the way that the working class in Canada and Australia has been represented in a range of media, from cartoons to posters, films to stamps. We will begin by looking at the debate sparked by the famous Marxist historian Eric Hobsbawm in *History Workshop* on the topic of socialist iconography. For this seminar you should find examples of working class representation.

#### Essential Reading

E. Hobsbawm, 'Man and Woman in Socialist Iconography,' *History Workshop*, 6, 1978, 121-138.

T. Mason, 'The Domestication of Female Socialist Icons: A Note in Reply to Eric Hobsbawm,' *History Workshop*, 8, 1979, 174-178.

S. Alexander et al. 'Labouring Women: A Reply to Eric Hobsbawm,' *History Workshop*, 8, 1979, 174-182.

#### Further Reading

D. Frank, 'The Labour Stamp: The Image of the Worker on Canadian Postage Stamps,' *Labour/Le Travail*, 39, 1997, 179-194.

M. Quartly, 'Making Working-Class Heroes: Labour Cartoonists and the Australian Worker, 1903-1916,' *Labour History*, 89, 2005, 159-178.

K. Muir, 'Feminism and Representations of Union Identity in Australian Union Banners of the 1980s and Early 1990s,' *Labour History*, 79, 2000, 92-112.

## Week 8 – 4 March

### Class, Labour Internationalism and Anti-Capitalism Today

Are there reasons to hope for working-class advance in the future? We will discuss this issue in relation to both labour internationalism and the contemporary anti-capitalist movement. We will also explore the issue of the relationship between anti-capitalist protest and class.

#### Essential Readings

V. Burgmann, 'From Syndicalism to Seattle: Class and the Politics of Identity,' *International Labor and Working Class History*, 67, 1, 2005, 1-21 [and see the responses to Burgmann's article in the same issue].

B. Carr, 'Globalisation from Below: Labour Internationalism under NAFTA,' *International Social Science Journal*, 51, 1, 1999, 49-59.

R. Lambert and E. Webster, 'Southern Unionism: The New Labour Internationalism,' *Antipode*, 33, 3, 2001.

A. Drainville, 'Quebec City 2001 and the Making of Transnational Subjects,' *Socialist Register*, 2002, 15-42.

#### Further Reading

J. Greene, "'Whatever It Takes': Poor People Organising, OCAP and Social Struggle,' *Studies in Political Economy*, 75, 2005.

H. Wheeler, 'Producers of the World Unite! A Return of Reformist Unionism?,' *Labor Studies Journal*, 29, 3, 2004, 81-100.

K. McKay, 'Solidarity and Symbolic Protest: Lessons for Labour from the Quebec City Summit of the Americas,' *Labour/La Travail*, 50, 2002, 21-72.

V. Burgmann, 'Anti-Capitalism and Anti-Corporate Globalisation,' in V. Burgmann, *Power, Profit and Protest: Australian Social Movements and Globalisation* (Crows Nest, 2003).

J.D. French, 'From the Suites to the Streets: The Unexpected Re-Emergence of the "Labour Question" in North America, 1994-1999,' *Labor History*, 43, 3, 2002, 285-304.





**WORKING-CLASS PUBLIC HISTORY**  
**HIST 481A/670P/870P**  
 Concordia University  
 Fall 2006

Dr. Steven High, LB 529-1 / LB 525.

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Web Site: <http://artsandscience1.concordia.ca/history/cohr1/index.htm>

Office Hours: Wednesdays 2:00-4:00 (I am often in my office at other times)

Class Times: Thursdays 6:00 – 8:30 (LB 608)

**Description:**

“Working Class Public History”, in this instance, refers to both a subject of study – working people – and to a potential method of doing public history from the bottom-up. Students enrolled in this seminar will explore how working people and work have been remembered and represented around the world in museums, on-line exhibitions, monuments, statuary, public murals, historic sites, oral history projects, the built environment and so on. Students will then apply what they learn to the history of working class families in the Montreal area. Working independently, or in groups of two or three, students will develop a small public history project that will culminate in a research report, classroom presentation, and in a web page (part of a proposed course web site on the history of “Working Class Montreal”). As the course will have technical support, no digital expertise is needed to take this course! There will also be one or two field trips / walking tours as well as guest speakers.

**Required Readings**

“Working Class Public History” Course Pack. Available in the bookstore.

Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*. Albany: SUNY Press, 1991.

Articles on Reserve in the Library.

**Method of Evaluation**

Participation and Attendance: 30%

Public History Research Project (in Five steps):

- Proposal 2.5%
- Draft Paper 7.5%
- Presentation 15%
- Final Paper 35%
- Web Site Component 10%

Grad Students: Working Class Public History Inventory of Resources 15/115

### **Individual Participation 30%**

You are expected to attend and participate in the scheduled seminars. You are asked to read and take notes on assigned articles. A successful seminar depends upon the participation of everyone. You should come prepared to discuss the articles thoughtfully. Each missed seminar represents one-twelfth of your mark for this component.

### **GRADUATE STUDENTS ONLY: Working Class Public History Inventory of Resources 15/115**

Graduate students at the M.A. and Ph.D. levels will assist in the development of a collectively produced “Inventory of Archival Resources on Montreal’s Working Class History”. Using a standard inventory template, each student will be responsible for making an inventory of one or more of Montreal’s many archives and documentation centres. Each entry in the inventory will include the name of a record group (call number) and a brief description of its contents. The resulting inventory will be a classroom resource this term as students develop their working class public history project. The Inventory will also serve a public purpose as it will be “published” as a report of the Centre for Oral History and Digital Storytelling and made available on-line. Contributing students will be the acknowledged authors of the document. The doctoral student members of the class will also be required to write a short introduction to the document and to coordinate the inventory’s “production”.

### **Public History Research Project: The Five Step Programme**

Individually or in groups of two or three, you will write a public history research paper designed to tell us something important about Montreal’s rich working-class history. The topic of research and how you approach this assignment is open – but you must get a “green light” from the professor. The research paper should be 20-30 pages long, including visuals. Alternative approaches will be considered on a case by case basis. Be creative – this is a public history course!! Your public history project must be based on extensive secondary AND primary research (20+ cited sources). This might involve doing an oral history interview or two, photographing the built environment, ethnographic fieldwork, or doing archival or newspaper research. The professor will help you with this aspect. If you intend to do research with humans directly, you need to go through the department’s ethics process.

As mentioned, the topic of research is open. Here are a few ideas to get you started. You might focus on an aspect of Montreal’s built landscape or specific sites of collective memory or memorialization such as a historic plaque, a historic site, a building, a streetscape, or a specific neighbourhood or ethnic community (how was the history of a given neighbourhood memorialized?). You might also investigate political debates surrounding economic change and the built environment (eg. condo-ization; demolition; conversion). If you have a literary bent, you could look at the representation of working class life in “literary Montreal” – from Balconville to Condoville? The popular memory of a key event (such as a strike) might also be a topic worth considering. You could also undertake an oral history project that focuses on a single person or multiple generations of one family. Alternatively, you might consider developing a walking-tour. As you can see, the range of topics is endless.

**Step 1: Prospectus (2.5%) (September 28th)**

Submit a one page prospectus outlining how you intend to approach the research project. You must include a tentative bibliography of at least 20 key secondary and primary sources. Use internet sources carefully (a maximum of three “count”).

**Step 2: Draft Research Paper (7.5%) November 16-30**

You will distribute your draft paper to the professor and your classmates who will then provide you with feedback. The paper must be circulated electronically by 9am Monday morning on the week you will be presenting at the latest. You must hand in a hard-copy to the professor by noon Monday. Draft papers will not be accepted after the day of presentation.

**Step 3: In-Class Presentation (15%) November 16-30**

Historians presenting at academic conferences are given twenty minutes to present their findings. You will have up to 25 minutes to present your findings. You will be marked on the quality of your research (content) and on the style of your delivery (presentation). Be creative and effective! As this is a public history course, alternative forms of expression are welcome. Though the room is small, the “public” is more than welcome to sit-in on the presentations! Feel free to invite people.

**Step 4: Final Research Paper (35%) Thursday December 7**

Final papers must be submitted in paper copy to the professor.

**Step 5: Web Site Contribution (10%) Thursday December 14**

Each public history project team/individual will work with our web support person to develop a “Working Class Montreal” web-site. You will be assessed on your part of this process (content, creativity of presentation, etc). Each project will have a separate page on the site. You are encouraged to incorporate photographic images and other illustrations.

**Late Penalty**

A late penalty of 5% per work day will be deducted from written assignments. Draft papers will not be marked if submitted after the day of presentation.

**Special Events:**

The professor is in the process of organizing field trips.

## Schedule of Meetings

***Important Note on Reading:*** Undergraduate students are required to read three articles or chapters per week. Master's level students are required to read four articles/chapters per week. Doctoral students (lucky folks!) are obligated to read five articles/chapters per week.

### **Week 1 (Sept 7): Introduction and Oral History Workshop**

### **Week 2 (Sept 14): What is Working Class Public History?**

Required Readings (course pack):

Green, James. *Taking History to Heart: The Power of the Past in Building Social Movements*. (Amherst: University of Massachusetts, 2000), chapter 2 "Bringing the Boundaries of History Closer to People's Lives: the Massachusetts History Workshop," 51-72.

Heron, Craig. "The Labour Historian and Public History," *Labour/le Travail* 45 (Spring 2000).

Additional Readings (on reserve):

Frank, David. "Reconnecting with History: A Community-University Research Alliance on the History of Labor in New Brunswick," *Labor: Studies in Working-Class History of the Americas* 3, 1 (Spring 2006), 49-58.

Frisch, Michael. "Oral History and the Digital Revolution: Toward a Post-Documentary Sensibility," in Robert Perks and Alistair Thomson, eds. *The Oral History Reader (Second Edition)*. (London: Routledge, 2006), 102-114.

Green, James. *Taking History to Heart: The Power of the Past in Building Social Movements*. (Amherst: University of Massachusetts, 2000), introduction, pp. 1-24.

Norkunas, Martha. *Monuments and Memory: History and Representation in Lowell, Massachusetts* (Washington: Smithsonian, 2002), Introduction, pp. 1-15.

Riordon, Michael. *An Unauthorized Biography of the World: Oral History on the Front Lines* (Toronto: Between the Lines, 2004), introduction.

Wallace, Michael. *Mickey Mouse History and Other Essays in American Memory* (Philadelphia: Temple University Press, 1996), introduction.

### **Week 3 (Sept 21): Economic and Cultural Landscapes**

Required Reading (course pack):

Massey, Doreen. "Places and their Pasts," *History Workshop Journal* 39 (1995), 182-192.

Norkunas, Martha. *Monuments and Memory: History and Representation in Lowell, Massachusetts* (Washington: Smithsonian, 2002), chapter 1: "Inside the Memory of Class and Ethnicity", pp. 16-66.

Additional Readings (on reserve):

Gard'ner, James Maitland. "Heritage Protection and Social Inclusion: A Case Study from the Bangladeshi Community of East London," *International Journal of Heritage Studies* 10, 1 (March 2004), 75-92.

Hayden, Dolores. *The Power of Place: Urban Landscapes as Public History* (Cambridge: The MIT Press, 1995), Contested Terrain, pp. 2-13.

Norkunas, Martha. *Monuments and Memory: History and Representation in Lowell, Massachusetts* (Washington: Smithsonian, 2002), chapter 2: "The Gender of Memory", pp. 67-110.

Norkunas, Martha. *Monuments and Memory: History and Representation in Lowell, Massachusetts* (Washington: Smithsonian, 2002), chapter 4: "The Changing Relationship of Memory and Place", pp. 132-180.

Zukin, Sharon. *Landscapes of Power: From Detroit to Disney World* (Berkeley: University of California, 1991), chapter 1 "Market, Place, and Landscape".

Zukin, Sharon. *Landscapes of Power: From Detroit to Disney World* (Berkeley: University of California, 1991), chapter 3 "the Urban Landscape."

### **Week 4 (Sept 28): Keynote Speaker - Roy Rosenzweig (H-762)**

**\*\*\*DEADLINE FOR PROSPECTUS\*\*\***

We will meet in our classroom at the usual time and go see the keynote speaker at 7pm.

The department's guest will be Roy Rosenzweig who is Mark and Barbara Fried Professor of History and New Media at George Mason University, where he also heads the Center on History and New Media. He is the author of numerous books, including *The Presence of the Past: Popular Uses of History in American Life* and *Digital History: A Guide to Gathering, Presenting, and Preserving the Past on the Web*. He was co-creator of the CD-ROM, *Who Built America?* and the website *History Matters*. Both works won the James Harvey Robinson Prize of the American Historical Association for their "outstanding contribution to the teaching and learning of history."

Required Reading (available on-line):

Postras, Claire. "New Technologies in Old Neighbourhoods – Breaking Off With History? A Montreal Case Study" (INRS Working Paper, December 2005), available on-line.

**Week 5 (Oct 5): Oral History**Required Reading (course pack, Portelli):

Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History* (Albany: SUNY Press, 1991), Chapter "What Makes Oral History Different". Available in book.

James, Daniel. "Listening in the Cold: The Practice of Oral History in an Argentine Meatpacking Community," in *The Oral History Reader* (Second Edition) (London: Routledge, 2006), 83-101.

Thomson, Alistair "Sharing Authority: Oral History and the Collaborative Process," *The Oral History Review* 30, 1 (2003), 23-26; and, Linda Shopes, "Commentary", *The Oral History Review* (2003), 103-110.

Additional Readings (on reserve):

Passerini, Luisa. "Work Ideology and Consensus under Italian Fascism," in Robert Perks and Alistair Thomson, eds. *The Oral History Reader* (First Edition) (London: Routledge, 1998), 53-62.

Riordon, Michael. *The Unauthorized Biography of the World* (Toronto: Between the Lines, 2004), labour chapter.

VanSittert, Lance. "'To Live This Poor Life': Remembering the Hottentots Huisie Squatter Fishery, Cape Town, 1934-1965," *Social History* 26, 1 (2001), 1-21.

**Week 6 (Oct 12): Form and Meaning in Oral History: Portelli**Required Reading (Portelli):

Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History* (Albany: SUNY Press, 1991), [skip chapter 3];

- undergrads pp. vii-44; 59-98.
- MA students: vii-44, 59-160.
- Ph.D students: entire book.

## **Week 7 (Oct 19): The Landscape and Memory of Deindustrialization**

### Required Readings:

Blokland, Talja. "Bricks, Mortar, Memories: Neighbourhood and Networks in Collective Acts of Remembering," *International Journal of Urban and Regional Research* 25, 2 (June 2001), 268-283.

Curtis, Kent. "Greening Ananconda: EPA, ARCO, and the Politics of Space in Postindustrial Montana," in Jefferson Cowie and Joseph Heathcott, eds. *Beyond the Ruins: The Meanings of Deindustrialization* (Ithaca: Cornell UP, 2003).

### Additional Readings (electronic):

High, Steven and David Lewis. Corporate Wasteland: The Landscape and Memory of Deindustrialization (choose from the following):

- a) Introduction
- b) Industrial Demolition and the Meaning of Economic Change
- c) Urban Exploration and the Aesthetics of Deindustrialization
- d) Deindustrialization and Oral History
- e) Memories of Resistance and Loss
- f) Photo Essays / Oral Histories.

## **Week 8 (Oct 26): Preserving Industrial Heritage**

### Required Readings:

Summerby-Murray, Robert. "Interpreting deindustrialised landscapes of Atlantic Canada: Memory and industrial heritage in Sackville, New Brunswick," *The Canadian Geographer* 46, 1 (2002), 48-62.

Taksa, Lucy. "Hauling An Infinite Freight of Mental Imagery: Finding Labour's Heritage at the Swindon Railway Workshops' STEAM Museum," *Labour History Review* 68, 3 (December 2003), 391-410.

### Additional Readings (on reserve):

Barthel, Diane, "Getting in Touch with History: The Role of Historic Preservation in Shaping Collective Memories," *Qualitative Sociology* 19, 3 (1996), 345-364.

Green, James. *Taking History to Heart: The Power of the Past in Building Social Movements*. (Amherst: University of Massachusetts, 2000), Chapter 4: Commemorating Moments of Solidarity, 101-120.

Hospers, Gert-Jan. "Industrial Heritage Tourism and Regional Restructuring in the European Union," *European Planning Studies* 10, 3 (2002), 397-404.

James, Daniel. "The Town with No Plaza: Memory and Monuments in Berisso's Centro Civico," in James' *Dona Maria's Story: Life, History, Memory and Political Identity* (Duke University Press, 2000).

Shackel, Paul A. and Matthew Palus, "Remembering an Industrial Landscape," *International Journal of Historical Archaeology* 10, 1 (March 2006), 49-71.

Taksa, Lucy. "The Material Culture of an Industrial Artifact: Interpreting Control, Defiance, and Everyday Resistance at the New South Wales Eveleigh Railway Workshops," *Historical Archaeology: Journal of the American Society for Historical Archaeology* 34, 3 (2005), 8-27.

Taksa, Lucy. "Machines and Ghosts: Politics, Industrial Heritage and the History of Working Life at the New South Wales Eveleigh Railway Workshops," *Labour History* 85 (November 2003), 65-88.

## **Week 9 (Nov 2): The Ecomusée and the New Museumology**

**Guest: Joanne Burgess, Professor at UQAM.**

### Required Readings: (course pack)

Debary, Octave. "Deindustrialization and Museumification: From Exhibited Memory to Forgotten History," *Sociology of Education* 69, 2 (April 1996), 105-125. [Ecomusée]

Mairess, Francois. "La belle histoire, aux origins de la nouvelle muséologies," *Publics et Musées* 17-18 (Janvier-Juin 2000), 33-56.

### Selected Readings (on reserve)

Burgess, Joanne. "L'Historien, Le Musée et la diffusion de l'histoire," *Revue d'Histoire de l'Amerique Francaise* 57, 1 (2003), 33-44.

Chaumier, Serge. "Les ambivalences du devenir d'un écomusée: entre repli identitaire et dépossession," *Publics et Musées* 17-18 (Janvier-Juin 2000), 83-114.

Delarge, Alexandre. "Des écomusées, retour à la définition et évolution", *Publics et Musées* 17-18 (Janvier-Juin 2000), 139-156.

### Other Museum Related Sources (on reserve)

Liebhold, Peter and Harry R. Rubenstein, "Bringing Sweatshops into the Museum," in Daniel Bender and Richard A. Greenwald, eds. *Sweatshop USA: The American Sweatshop in Historical and Global Perspective* (London: Routledge, 2003), 57-76.

Todd, Ellen Wiley. "Visual Design and Exhibition Politics in the Smithsonian's Between a Rock and a Hard Place," *Radical History Review* 88 (2004), 139-162.



Taksa, Lucy. "Machines and Ghosts: Politics, Industrial Heritage and the History of Working Life at the New South Wales Eveleigh Railway Workshops," *Labour History* 85 (November 2003).

Wallace, Mike. *Mickey Mouse History and Other Essays in American Memory* (Philadelphia: Temple University Press, 1996), chapter 2: "Razor Ribbons, History Museums, and Civic Salvation,"

## **Week 10 (Nov 9): Documentary Film: MATEWAN**

Film: *Matewan* (1987; 130 minutes; Director: John Sayles). [watch it in class]

### Required Reading (course pack):

Sayles, John. *Thinking in Pictures: The Making of the Movie 'Matewan'*. (Boston: Houghton Mifflin, 1987), introduction and screenplay section.

Green, James. *Taking History to Heart: The Power of the Past in Building Social Movements*. (Amherst: University of Massachusetts, 2000), Chapter 6: "Documentary Films about People in Struggle", pages 167-202

### Selected Readings (reserve)

Ben-Ghiat, Ruth. "The Italian Cinema and the Italian Working-Class," *International Labour and Working-Class History* 59 (2001), 36-51.

Frank, David. "Short Takes: The Canadian Worker On Film," *Labour/le Travail* 46 (2000), 417-37.

Ross, Steven J. "American Workers, American Movies: Historiography and Methodology," *International Labour and Working-Class History* 59 (2001), 81-105.

Ross, Steven J. "Struggles for the Screen: Workers, Radicals and the Political Uses of Silent Film," *American Historical Review* 96, 2 (1991), 333-67.

## **Week 11 (Nov 16): Presentations**

Required Readings: 1 paper for undergrads; 2 for MA , 3 for Ph.D. students.

## **Week 12 (Nov 23): Presentations**

Required Readings : ditto.

## **Week 13 (Nov 30): Presentations**

Required Readings: ditto.

**Montreal Area Archives and Resource Centres:**

Archives de la Chancellerie, Archeveché de Montreal  
 Archives des Religieuses Hospitalière de Saint-Joseph  
 Archives des Soeurs Grises  
 Archives nationaux du Québec  
 Archives, Port de Montréal  
 Bibliothèque nationale du Québec  
 Canadian Centre for Architecture  
 Canadian Jewish Congress, National Archives  
 Canadian Pacific Archives  
 Centre d'histoire de Montreal  
 Collection historique du telephone Bell Canada  
 Concordia University Archives  
 Ecomusée du Fier Monde  
 Heritage Montreal.  
 McCord Museum of Canadian History  
 McGill University Archives  
 Montreal Diocesan Archives, Anglican Church of Canada  
 Montreal Holocaust Centre  
 National Archives of Canada (Ottawa). RG ; MG.  
 UQAM, Archives; U de M Archives  
 Ville de Montreal, Division de la gestion de documents et des archives

Others: National Film Board, Radio-Canada, local historical societies (Saint-Henri, 'the point', Quebec English historical Network, Parks Canada, public libraries (eg. Atwater), community groups (UNIA, CIDIHCA), trade unions\*.

## Useful Working-Class Public History Web Sites

Working Class Public History on the Web: see the links listed on my web-site:  
[http://artsandscience1.concordia.ca/history/cohr1/courses\\_and\\_info/linkswcph.htm](http://artsandscience1.concordia.ca/history/cohr1/courses_and_info/linkswcph.htm)

### **Resources:**

[A Guide to Canadian Labour History Resources](#)  
 and  
<http://www.collectionscanada.ca/2/26/index-e.html>

[A Canadian Labour History Bibliography](#)

### **Historic Places Database :**

Canada: [www.historicplaces.ca](http://www.historicplaces.ca)

International Committee for Conservation of Industrial Heritage:  
<http://www.mnactec.com/ticcih/>

### **Oral History**

Alexander Press “First Person” Oral History Database (available electronically in our library)

H-Oralhist List Serve

<http://www.h-net.msu.edu/~oralhist/>

### **Contemporary Labour Issues:**

[LabourStart](#)

**Labour Arts:**

[Labor Arts](#)

[Labor Heritage Fund](#)

## **Museums and Centres**

[International Association of Labour History Institutions](#)

[Center for Working Class Studies at Youngstown State University](#)

[Chicago Center for Working Class Studies](#)

[Ecomusee du fier monde \(Montreal\)](#)

[Workers Arts and Heritage Centre \(Hamilton\)](#)

## **On Line Exhibitions**

[Behind the Veil: Documenting African American Life in the Jim Crow South](#)

[Bread and Roses Cultural Project](#)

[History Matters \(U.S. History\)](#)

[Made in Hamilton Industrial Trail](#)

[The Triangle Factory Fire](#)



PLAN DE COURS

HIS 4538

# Séminaire en histoire du Canada

## Histoire ouvrière des Canadiens français

### 1800 à nos jours

Horaire: mardi, 18h30 à 11h30  
 Lieu: au 155 Séraphin Marion  
 Professeur: Peter Bischoff  
 Bureau: local 251 au 147 Séraphin Marion  
 Heures de bureau: mardi 14h45 à 15h45, et jeudi, 13h00 à 14h30  
 Téléphone: 562-5800 ext. 1291  
 Courrier élect.: bischoff@uottawa.ca

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#### DESCRIPTION

Le séminaire examinera divers aspects de l'expérience des travailleurs canadiens-français depuis 1800 : conditions de travail et de vie, relations de genre et de race au sein de la classe ouvrière, migrations (Aux Etats-Unis par exemple), syndicats et sociétés de secours mutuels, sociétés de tempérance et de colonisation, etc.

Les étudiants effectueront de courts travaux et une dissertation basés sur les archives et autres sources primaires disponibles, par exemple, au Centre de recherche en civilisation canadienne-française (CRCCF), à Bibliothèque et Archives Canada (BAC) et/ou sur des sites web (dont une liste sera présentée en classe).

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#### ORGANISATION DU COURS

Ce cours prend la forme d'un séminaire. Au début de la session (semaines 3, 4, 6, 7 et 8), les discussions portent sur des textes que tous auront lus attentivement. À chaque rencontre, selon un système de rotation, chacun des textes sera présenté par un étudiant (dix minutes par présentation).

Des rencontres individuelles avec le professeur sont aussi prévues à la semaine #5 et #9.

De la dixième à la treizième semaine, la classe se réunie aussi pour discuter des résultats des dissertations présentés par chacun les participants.

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## MATÉRIEL OBLIGATOIRE

Cahier HIS4535b vol. 1 et 2.

**Disponible à Enviro Copies :**

404 Dalhousie

tél.: 241-2679

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## ÉVALUATION

**Voici les travaux que vous aurez à faire**

| (A) DESCRIPTION SOMMAIRE<br>ÉCHÉANCE                                  | PONDÉRATION |                            |
|---|-------------|----------------------------|
| Participation   | 30%         | (accumulation progressive) |
| Bibliographie annotée de la dissertation                              | 10%         | 11 octobre (à mon bureau)  |
| Plan détaillé de la dissertation<br>* et la bibliographie mise à jour | 10%         | 4 novembre (à mon bureau)  |
| Présentation orale de la dissertation                                 | 10%         | du 8 au 29 novembre        |
| Dissertation  | 40%         | 6 décembre                 |

## (B) DESCRIPTION DÉTAILLÉE

**Participation.** La participation est fondée, à chaque rencontre, sur la lecture de tous les textes proposés, tel indiqué dans le plan de cours. Le professeur évalue à la fois les notes de lectures (remises à la fin de chaque cours), la présentation de lectures obligatoires à la classe et la qualité des interventions lors de la discussion.

Une fois au cours des premières semaines, l'étudiant devra présenter à la classe, en **dix** minutes maximum, **de façon pédagogique pour ses collègues étudiants**, le contenu (hypothèses, arguments invoqués, **sources utilisées** et conclusion) et la structure d'un des textes obligatoires.

L'étudiant est aussi tenu de participer à la discussion: c'est-à-dire poser des questions à ses collègues pour éclaircir ou insister sur certains points de leurs présentations; formuler des commentaires, critiques, etc...

L'absence ou un départ prématuré (avant la fin de la rencontre) peut entraîner une notation de 0 pour la rencontre, à moins d'une entente préalable avec le professeur. En cas de maladie, un billet du médecin est de rigueur. Lorsque vous ne pouvez vous présenter à une rencontre, appelez le professeur le plus rapidement possible pour déterminer le travail de reprise à effectuer et le texte que vous aurez à présenter la semaine suivante (s'il y a lieu).

**Bibliographie annotée de la dissertation.** À cette étape il faut avoir choisi un thème pour la dissertation. Une fois le thème sélectionné, il faut déterminer une question précise qui constituera l'axe d'analyse de la dissertation. Armé de cette question, l'étudiant prépare la bibliographie. Il doit repérer, au moyen des instruments appropriés, des ouvrages utiles à la question.

Dans le rapport écrit soumis au professeur, il faut identifier sur une page, le thème et la question adoptés. Ensuite, sur la page suivante, il faut présenter les titres choisis selon les normes bibliographiques en usage en histoire. La bibliographie comprendra au moins **12 titres, annotés en 10 lignes chacun**, répartis dans les catégories suivantes:

- 3 ouvrages de référence
  - Bibliographies d'histoire (1)
  - Encyclopédies (1)
  - Dictionnaires (1)
- 1 étude générale (synthèse, manuel)
- 8 études spécialisées (4 monographies, 4 articles de revues savantes)
- ...ET les fonds d'archives consultés au CRCCF ou ailleurs

**Plan détaillé de la dissertation.** Il faudra présenter un plan précis, de trois pages, de la structure de la dissertation. Cet exercice est à réaliser **avant** de passer à la rédaction de la dissertation.

**Présentation orale de la dissertation.** L'étudiant aura **20** minutes pour présenter les résultats de sa recherche au groupe à la fin de la session. Deux jours avant la présentation, l'étudiant fournira au professeur un plan détaillé de deux pages du contenu de la discussion et autres feuilles (ex.: tableaux, figures, photos, cartes) que le professeur reproduira et mettra à la disposition des étudiants dans les vingt-quatre heures suivantes.

**Dissertation.** La dissertation aura une longueur de 20 pages dactylographiées à double interligne, sans compter les pages préliminaires, les notes de référence, ou la bibliographie.



Le travail de préparation de la dissertation se divise en plusieurs étapes: choix du sujet et **des sources primaires**, élaboration d'une bibliographie, définition d'une problématique, consultation et analyse de la documentation, préparation d'un plan d'exposition détaillé, rédaction et révision. Le choix du sujet de la dissertation fera l'objet d'une consultation **obligatoire** avec le professeur.

Dans la rédaction de sa dissertation, l'étudiant devra recourir abondamment aux notes de référence pour indiquer la source des idées reprises en ses propres mots: soit en moyenne à 2 notes de référence par page (un quarantaine de notes pour le travail : incluant trois, maximum, pour des citations). Il **devra également se référer à toutes** les études spécialisées mentionnées dans sa bibliographie.

Le produit fini sera évalué autant pour sa forme (organisation du texte, présentation matérielle) que pour son contenu (structure de l'argumentation, critique et analyse des sources, usage de l'historiographie).

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## CRITÈRES D'ÉVALUATION

Les critères d'évaluation pour chaque travail sont indiqués plus haut. Toutefois, cinq remarques générales sont à prendre en considération:

- 1) **NORMES DE PRÉSENTATION DES TRAVAUX.** Il faut suivre les règles énoncées dans le "Guide pratique pour la présentation des travaux au département d'histoire" en vente au secrétariat du département d'histoire pour 2\$ seulement. Vous pouvez également consulter ce précieux instrument sur la page web du département d'histoire: [http://www.uottawa.ca/academic/arts/histoire/guide\\_redaction\\_1ercycle.html](http://www.uottawa.ca/academic/arts/histoire/guide_redaction_1ercycle.html).
- 2) **ÉCHÉANCES.** Chaque travail doit être remis au professeur AU COURS à la date indiquée au calendrier. Tout travail remis après le cours est considéré en retard. Les travaux en retard seront pénalisés de 2,5% par jour (à moins de maladie [billet de médecin nécessaire] ou de crise familiale) et ne seront pas acceptés après que les travaux corrigés ont été rendus en classe.
- 3) **QUALITÉ DE LA LANGUE.** Une des premières règles de la communication est d'être bien compris. Pour cela, il faut maîtriser l'orthographe, la grammaire et la syntaxe.  
**Attention: chaque faute coûte 0,5% de la note, SANS LIMITE (la totalité de la note peut être enlevée).**
- 4) **PLAGIAT.** Le plagiat est une faute grave sanctionnée par l'université. **Le plagiat comprend notamment "l'utilisation totale ou partielle de texte d'autrui en le faisant passer pour sien ou sans indication de référence"**. En cas de doute de plagiat, le professeur établira la preuve de la fraude. Selon les règlements officiels de la faculté des Arts, aucune note ne peut être donnée pour un tel travail: c'est officiellement hors du

pouvoir du professeur. Le travail doit être et sera acheminé au comité de discipline de la faculté dans lequel l'étudiant est inscrit: c'est ce comité qui statuera sur le travail.

**Conseils:**

Lorsque vous rédigez un texte et que vous écrivez plus de cinq mots de suite qui viennent d'autrui, indiquez la source selon les règles de l'art.

Pour éviter toute confusion, prenez soigneusement des notes au départ: lors de la prise de note, il est essentiel de distinguer, d'une manière ou d'une autre, ce qui constitue une copie, mot pour mot, des propos de l'auteur ou ce qui résume les propos de l'auteur, de ce qui est votre commentaire du texte en question.

**En cas de doute**, consultez le professeur ( il est là pour VOUS AIDER! ) ou encore consultez la **brochure** (Attention au plagiat (format PDF) ) préparée par la Faculté des arts à : <http://www.arts.uottawa.ca/fra/inscrit1.html>

**5) TRAVAIL INDIVIDUEL.** Ce cours vise à développer des habilités écrites individuelles. Le travail d'équipe ne sera pas accepté pour les travaux évalués. Si vous rencontrez des difficultés académiques qui vous paraissent insurmontables, venez m'en parler ou consultez les ressources universitaires suivantes:

**Centres et services d'aide aux étudiants :**

• **Le Centre d'Aide à la Rédaction des Travaux Universitaires (CARTU) – 110 Université** - fournit aux étudiants, sur une base individuelle, des conseils sur la façon de rédiger les travaux.

Téléphone : 562-5800 ext. 3820. Page web : <http://www.sass.uottawa.ca/fr/awhc/>

• **Le Centre des services spéciaux ( 85 Université, pièce 339)** offre de l'aide aux étudiants en difficulté d'apprentissage. Téléphone : 562-5976. Page web : <http://www.uottawa.ca/student/guidefrançais/stlife/css/cssfran.html>

**CALENDRIER**

Première semaine: 6 septembre

*Pas de cours (la session n'étant pas commencée...*

Deuxième semaine: 13 septembre

**Présentation du cours: objectifs, organisation, nature  
des travaux et des évaluations**

Troisième semaine: 20 septembre

### **CANADIENS FRANÇAIS ET RÉVOLUTION INDUSTRIELLE**

- ▶ Jean de Bonville. *Jean-Baptiste Gagnepetit. Les travailleurs montréalais à la fin du XIXe siècle*. Montréal, L'Aurore, 1975 : 23-78 (« L'environnement économique » et « les conditions de travail »).
- ▶ René Hardy et Normand Séguin. *Forêt et société en Mauricie*. Montréal, Boréal Express, 1984 : 89-134 (« Les conditions de vie et de travail en forêt »).
- ▶ Paul de la Riva. *Mine de rien. Les Canadiens français et le travail minier à Sudbury, 1886-1930*. Sudbury, Prise de parole, 1998 : 11-71 (« Historiographie et méthodologie » et « les Canadiens français et le travail dans la région de Sudbury, 1886-1912 »)

♣ Canada, Gouvernement fédéral. *Report of The Royal Commission on the Relations of Capital and Labour, Quebec Evidenc,e Part I*. Ottawa, Queen's Printer, 1889 : 55-60 (« témoignage de George S. Warren, cigariier, Montréal »)

♣ Canada, Gouvernement fédéral. *Report of The Royal Commission on the Relations of Capital and Labour, Quebec Evidenc,e Part II*. Ottawa, Queen's Printer, 1889 : 741-43 (« témoignage de Richard Burke, journalier de navires, Québec »)

♣ Québec, Département des terres, mines et pêcheries. *Index alphabétique des noms des 3400 familles de douze enfants vivants reconnues officiellement depuis l'origine de la Loi Mercier de 1890, jusqu'à mars 1904 inclusivement*. Québec, A. Dumais, 1904 : 1-7, 86-91.

ICHM 9-903 48-990349

doc de sess DS37 1904 3, doc. 5

Quatrième semaine: 27 septembre

### **INTRODUCTION À LA SOLIDARITÉ ET L'AUTO-ORGANISATION : LA BIENFAISANCE COMME RALLIEMENT**

- ▶ Jean Leclerc. *Le Saint-Laurent et ses pilotes*. Montréal, Leméac, 1990 : 121-185 (« Les pilotes du Saint-Laurent : profil du métier »).
- ▶ Robert Tremblay, « La grève des ouvriers de la construction navale à Québec », *Revue d'histoire de l'Amérique française*, 37, 2 (septembre 1983), 227-239.

- ▶ J.A. Plinguet, *Souvenirs sur les commencements de l'Union St-Joseph de Montréal*, Montréal, Plinguet & Laplante, 1866, p. III-VI, 1-51.

- ♣ ANQ-Q. Minutier du notaire Joseph Laurin 1839–1888).  
*Constitution de la société amicale et bienveillante des charpentiers de vaisseaux de Québec*, 5 janvier 1841.

- ♣ Province du Canada. Antoine-A. Dorion. *Bill. Acte pour incorporer la société de l'Union St-Joseph de Montréal*. Toronto, John Lovell, 1856, 3pages.

- ♣ Province du Canada. *Statuts*. Québec, Stewart Derbishire et George Desbarats, 1856 : 590-591 (20 Victoria, ch. 131, « Acte pour incorporer la société de l'Union St-Joseph de Montréal », sanctionné le 1er juillet 1856 »).

Cinquième semaine: 4 octobre

**RENCONTRES INDIVIDUELLES OBLIGATOIRES À MON BUREAU pour discuter du choix du sujet, de la problématique et de la bibliographie [la bibliographie annotée doit être remise le 11 octobre...]**

**AUSSI, PRÉSENTATION EN CLASSE DE SITES WEB POUR DOCUMENTER LA DISSERTATION**

*Sixième semaine: 11 octobre*

**UNE EXPÉRIENCE SYNDICALE VARIÉE : SYNDICATS INTERNATIONAUX, LES CHEVALIERS DU TRAVAIL ET SYNDICATS CATHOLIQUES**

- ▶ Peter Bischoff, «D'un atelier de moulage à un autre»: les migrations des mouleurs originaires des Forges du Saint-Maurice et la segmentation du marché du travail nord-américain, 1851-1884", *Labour/Le Travail*, 40 (automne 1997): 21-74.
- ▶ Fernand Harvey, « Les Chevaliers du travail, les Etats-Unis et la société québécoise, 1882-1902 » dans Fernand Harvey (dir.). *Le mouvement ouvrier au Québec*. Montréal, Boréal, 1980 : 69-130.

HD 8109 .Q4 M68 1980

- ▶ Jacques Rouillard. *Les syndicats nationaux au Québec de 1900 à 1930*. Québec, P.U.L., 1979 : 157- 203 (« Le clergé et le syndicalisme»)

- ♣ Peter Bischoff, « Projet de mémoire de Mgr Fabre au cardinal Simeoni, 17 août 1886. Un plaidoyer demandant à Rome de reconsidérer l'interdit pesant sur les Chevaliers du Travail », *Bulletin du regroupement des chercheurs-chercheuses en histoire des travailleurs et travailleuses du Québec*, 24, 2 (automne 1998) : 39-43.

- ♣ Peter Bischoff, figures 1 à 4, tirées de mon article « La gestion syndicale des marchés du travail dans l'industrie sidérurgique nord-américaine, 1879-1945 », *Revue du Nord*, 15 (2001), hors série, collection histoire: 289-306.

**Septième semaine: 18 octobre**

## **TRAVAILLEURS ET SOCIÉTÉ**

- ▶ *Fernand Harvey. Révolution industrielle et travailleurs. Une enquête sur les rapports entre le capital et le travail au Québec à la fin du 19<sup>e</sup> siècle*. Montréal, Boréal Express, 1978 : 183-206 (« Les travailleurs et la société globale »)
- ▶ Yves Roby. *Les Franco-Américains de la Nouvelle-Angleterre, 1776-1930*. Sillery, Septentrion, 1990 : 61-97 (« Un milieu de vie difficile »)
- ▶ Jacques Rouillard. *Les syndicats nationaux au Québec de 1900 à 1930*. Québec, P.U.L., 1979 : 137- 156 (« Le patronat, le gouvernement et les syndicats nationaux »)

- ♣ Société de tempérance de la ville de Québec. *Règlement des membres de la Société de tempérance de la ville de Québec*. Québec, s.é, 1905. 31 p. ICMH Microfiche no. 76483

- ♣ Société de colonisation des ouvriers de Québec. *Règlement de la Société de colonisation des ouvriers de Québec*. Québec, Augustin Côté, 1856. 8 p. ICMH Microfiche no. 39897

- ♣ *Quebec Directory for 1858-59*. Québec, P. Lamoureux, 1858 : 364-65, 378-79.

- ♣ *L'indicateur de Québec et Lévis... 1903-04*. Québec, Boulanger et Marcotte, 1903 : 50-57, 86-87.

Huitième semaine: 25 octobre

### **TRAVAILLEURS CANADIENS FRANÇAIS ET MIGRATIONS**

- ▶ Bruno Ramirez. *La ruée vers le sud. Migrations du Canada vers les États-Unis, 1840-1930*. Montréal, Boréal, 2003, p. 97-131 (« L'émigration canadienne-française aux États-Unis »)
- ▶ Paul de la Riva et Guy Gaudreau, « Les ouvriers-mineurs de Sudbury : le cas de l'International Nickel Company » dans Guy Gaudreau (dir.). *L'histoire des mineurs du nord ontarien et québécois*. Sillery, Septentrion, 2003 : 117-141.
- ▶ Yves Roby. *Les Franco-Américains de la Nouvelle-Angleterre, 1776-1930*. Sillery, Septentrion, 1990 : 290-330 (3<sup>e</sup> partie, chapitre II, section 2 : « L'agitation sentinelliste »)

♣ Canada. Parlement. Chambre des Communes. *Documents de la session*. Rév. C.A. Beaudry. « Rapport sur le rapatriement des Canadiens-français ». Ottawa, I.B. Taylor, 1889, vol. 23, no. 5, p. 165-166.  
1501 2005

♣ Québec. Parlement. Assemblée législative. *Journaux*. « Mémoire du comité spécial nommé le 22 juin 1892 pour examiner les causes du mouvement d'émigration dans certaines parties de nos campagnes ». Léger Brousseau, 1893. p. 376-398  
3507 2002

Neuvième semaine: 1<sup>er</sup> novembre

**RENCONTRES POUR LA DISSERTATION (présentation du plan détaillé, discussion sur les progrès de la recherche...)** [*Le plan de travail détaillé doit être remis le 12 novembre*]

**AUSSI, PRÉSENTATION EN CLASSE DU LOGICIEL FILEMAKER DE CLARIS**

Dixième semaine: 8 novembre

**Présentations des étudiants**

Onzième semaine: 15 novembre

**Présentations des étudiants**

Douzième semaine: 22 novembre

**Présentations des étudiants**

Treizième semaine: 29 novembre

**Présentations des étudiants**

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**BIBLIOGRAPHIE**

**Ressources web:**

CRCCF

<http://www.uottawa.ca/academic/crcf/>

Notre mémoire en ligne. (1,985,000 pages numérisées tirées de 13,500 volumes)

<http://www.canadiana.org/eco/francais/index.html>

Bibliothèque et archives Canada

<http://www.collectionscanada.ca/index-f.html>

Bilan du siècle

<http://www.bilan.usherb.ca/bilan/>

L'encyclopédie canadienne

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=F1>

Musée McCord, *Clefs pour l'histoire* : circuits thématiques.

<http://www.musee-mccord.qc.ca>

**Encyclopédies**

Encyclopédie du Canada 2000. 3 vol.

REF FC 23 .C32514 2000

The Canadian Encyclopedia. 2e éd., 4 vol.

REF FC 23 .C325 1988

**Quelques ouvrages spécialisés**

Charles Lipton. Histoire du syndicalisme au Canada et au Québec, 1827-1959. Montréal, Parti Pris, 1976. 500 p.

(HD 6524 .L5514 1979 - 2 copies)

Desmond Morton. Working People. An Illustrated History of the Canadian Labour Movement. Toronto, Summerhill Press, 1990 (3 éd.). 377 p. (HD 6524 .M67 1990 - 2 copies)

Bryan D. Palmer. Working-Class Experience. The Rise and Reconstitution of Canadian labour, 1800-1980. Toronto, Butterworth & Co., 1983. 347 p. (HD 8104 .P35 1983 - 2 copies)

Jacques Rouillard. Histoire du syndicalisme au Québec. Montréal, Boréal, 1989. 535 p. (HD 6529 .Q4 R695 1989 - 2 copies)



## PLAN DE COURS

### HIS 5503

*Séminaire en histoire du Canada -  
Le monde du travail canadien dans une perspective  
nord-américaine (19e et 20e siècles)*

Horaire: mercredi, 14h30 à 17h30  
 Professeur: Peter Bischoff  
 Bureau: local 302 au 155 Séraphin Marion  
 Heures de bureau: mercredi, 13h00 à 14h00  
 Jeudi, 13h15 à 14h15  
 (ou sur rendez-vous)  
 Téléphone: 562-5800 ext. 1303  
 Adresse élect.: bischoff@uottawa.ca

#### **DESCRIPTION (extrait du Guide de l'étudiant)**

Étude de divers aspects de l'expérience des ouvriers: conditions de travail et de vie, relations de genre et de race au sein de la classe ouvrière; marchés du travail; évolution de la pratique syndicale; les ouvriers et l'État. Dans ce séminaire, on adoptera une perspective continentale mettant en relief les différences et les similarités, selon les régions, dans l'expérience des travailleurs. La revue de l'historiographie comprendra les travaux des historiens économistes qualifiés d'institutionnalistes, de post-institutionnalistes, et les écrits influencés par l'histoire marxiste et l'histoire sociale. Travaux sur les journaux officiels et les procès-verbaux des syndicats internationaux et nationaux (canadiens).

#### **OBJECTIFS**

##### **- GÉNÉRAUX**

##### **Que vise ce cours?**

- familiariser l'étudiant(e) avec l'historiographie canadienne sur le sujet et lui permettre de la situer dans le

- contexte nord-américain
  - initier l'étudiant(e) aux principaux aspects de l'évolution du Travail
  - permettre l'application des connaissances théoriques et historiques acquises
  - développer les habilités nécessaires à la discussion de textes et l'analyse de sources primaires
- **SPÉCIFIQUES**

### Quelles compétences pouvez-vous développer dans le cadre de ce cours?

- exposer le renouvellement des approches et des méthodes concernant le Travail.
- identifier le potentiel et les limites de sources primaires

## ORGANISATION DU COURS

Ce cours prend la forme d'un séminaire. De la deuxième à la neuvième semaine, les discussions tournent à chaque semaine autour de trois textes que tous auront lu et travaillé attentivement. À chaque semaine, selon un système de rotation, chacun des textes sera présenté par un étudiant, en un maximum de dix minutes. De la dixième à la treizième semaine, la classe se rencontre aussi pour discuter des dissertations présentées par chacun des participants.

## ÉVALUATION

### Voici les travaux que vous aurez à faire

| (A) DESCRIPTION SOMMAIRE<br>ÉCHÉANCE       | PONDÉRATION |                            |
|--|-------------|----------------------------|
| Participation                              | 30%         | (accumulation progressive) |
| Analyse des sources                        | 10%         | 17 octobre                 |
| Présentation orale de l'analyse de sources | 5%          | 17 octobre                 |
| Bibliographie annotée de la dissertation   | 5%          | 24 octobre                 |
| Présentation orale de la dissertation      | 10%         | à compter du 7 novembre    |
| Dissertation                               | 40%         | 5 décembre                 |

### (B) DESCRIPTION DÉTAILLÉE

**Participation.** La participation est fondée sur la lecture de tous les textes indiqués dans le plan de cours pour chaque rencontre (et disponibles à la RÉSERVE). Son évaluation comprend à la fois la présentation de lectures obligatoires à la classe et les interventions dans la discussion.

À quelques reprises, l'étudiant devra présenter à la classe, en **dix** minutes environ, **de façon pédagogique pour ses collègues étudiants**, le contenu (hypothèses, arguments invoqués, **sources utilisées** et conclusion) et la structure d'une lecture.

L'étudiant est aussi tenu de participer à la discussion: c'est-à-dire poser des questions à ses collègues pour éclaircir ou insister sur certains points de leurs présentations; formuler des commentaires, critiques, etc...

La note de 30% est répartie également entre chacune des rencontres prévues (50% pour la présentation du texte et 50% pour la discussion). L'absence ou un départ prématuré (avant la fin de la rencontre) peut entraîner une notation de 0 pour la rencontre, à moins d'une entente préalable avec le professeur. En cas de maladie, un billet du médecin est de rigueur. Lorsque vous ne pouvez vous présenter à une rencontre, appelez le professeur le plus rapidement possible pour déterminer le travail de reprise à effectuer et quel texte vous aurez à présenter la semaine suivante.

**Analyse des sources.** Chaque étudiant consultera 2 types de sources primaires et écrira à leur sujet un court rapport de cinq pages. Il faut choisir parmi les sources suivantes:

- 1) R4143-0-4-E American Labour Unions' Constitutions and Proceedings, 1836-1978 I.R. # 749
- 2) R2872-0-5-E Fonds des Chevaliers du Travail, 1878-1913  
(p-v et constitutions de l'assemblée générale; constitutions des assemblées de district et des assemblées locales; Journal of United Labor  
À Morisset Spectateur de Hull (1889-1913),
- 3) BNC Confédération des Travailleurs catholiques du Canada, La Vie syndicale (1924-1941), aussi p-v des 1<sup>er</sup> (1921) et 7<sup>e</sup> congrès (1928)
- 4) BNC Fédération des travailleurs du Québec, Le Monde Ouvrier (1916-1932)

*ET AUTRES (à venir)*

L'objet de cet exercice de recherche est de développer une compréhension de la nature et l'utilité de ces sources comme données documentaires.

L'étudiant devrait se poser des questions telles que: quelle est la nature de ces sources? Qui a généré ces sources? Pourquoi ces sources ont-elles été générées? Existe-t-il des biais inhérents à ces sources qui en limitent la portée? Quels types de projets de recherche pourraient bénéficier de ces sources? Quels genres de questions historiques ne peuvent être répondues par ces sources?

N'oubliez pas qu'il est possible de structurer l'exercice d'analyse de sources autour du sujet que vous aimeriez approfondir dans votre dissertation. Cela vous allégerait la charge de travail pour la dissertation. Mais n'oubliez pas non plus que l'analyse de source n'est pas une dissertation mais bien une analyse méthodologique de sources primaires.

*Attention! Le rapport de cinq pages devra être accompagné d'un dossier contenant les informations pertinentes sur les sources primaires qui ont appuyé la rédaction (photocopies, notes, tableaux...).*

**Bibliographie annotée de la dissertation.** À cette étape il faut avoir choisit un thème pour la dissertation (selon les sources primaires choisies). Une fois le thème sélectionné, il faut déterminer une question précise qui constituera l'axe d'analyse de la dissertation. Armé de cette question, l'étudiant prépare la bibliographie. Il doit repérer, au moyen des instruments appropriés, des ouvrages utiles à la question.

Dans le rapport écrit soumis au professeur, il faut identifier sur une page, le thème et la question adoptés. Ensuite, sur la page suivante, il faut présenter les titres choisis selon les normes bibliographiques en usage en histoire. La bibliographie comprendra au moins **13 titres, annotés en 10 lignes chacun**, répartis dans les catégories suivantes:

- 3 ouvrages de référence
  - Bibliographies d'histoire (1)
  - Encyclopédies (1)
  - Dictionnaires (1)
- 2 types de sources primaires
- 1 étude générale (synthèse, manuel)
- 7 études spécialisées (3 monographies, 4 articles de revues savantes)

**Présentation orale de la dissertation.** L'étudiant aura **vingt** minutes pour présenter les résultats de sa recherche au groupe à la fin de la session. Une semaine avant la date de sa présentation, il aura donné au groupe les références d'un texte jugé pertinent pour hausser le niveau d'analyse de la présentation et de la discussion qui suivra. Ce texte ne dépassera pas une longueur de **20** pages. Deux jours avant la présentation, l'étudiant fournira au professeur un plan détaillé de trois pages du contenu de la discussion et autres feuilles (ex.: tableaux, figures, photos, cartes) que le professeur reproduira et mettra à la disposition des étudiants dans les vingt-quatre heures suivantes.

**Dissertation.** La dissertation aura une longueur de 20 pages dactylographiées à double interligne, sans compter les pages préliminaires, les notes de référence, ou la bibliographie.

Le travail de préparation de la dissertation se divise en plusieurs étapes: choix du sujet et **des sources primaires**, élaboration d'une bibliographie, définition d'une problématique, consultation et analyse de la documentation, préparation d'un plan d'exposition détaillé, rédaction et révision. Le choix du sujet de la dissertation fera l'objet d'une consultation **obligatoire** avec le professeur.

Dans la rédaction de sa dissertation, l'étudiant devra recourir abondamment aux notes de référence: soit en moyenne à 2 notes de référence par page (un quarantaine de notes pour le travail). Il **devra également faire référence à toutes** les études spécialisées mentionnées dans sa bibliographie.

Le produit fini sera évalué autant pour sa forme (organisation du texte, présentation matérielle) que pour son contenu (structure de l'argumentation, critique et analyse des sources, usage de l'historiographie). Il inclura **deux copies de la bibliographie**: la version préliminaire, soumise au professeur au cours de la session, et la version finale, c'est-à-dire une liste mise à jour des ouvrages retenus pour la rédaction finale de la dissertation.

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## CRITÈRES D'ÉVALUATION

Les critères d'évaluation pour chaque travail sont indiqués plus haut. Toutefois, quatre remarques générales sont à noter:

- 1) **NORMES DE PRÉSENTATION DES TRAVAUX.** Il faut suivre les règles énoncées dans le "Guide pratique pour la présentation des travaux au département d'histoire" en vente au secrétariat du département d'histoire.
- 2) **ÉCHÉANCES.** Chaque travail doit être remis au professeur en classe à la date indiquée au calendrier. Tout travail remis après le cours est considéré en retard. Les travaux en retard seront pénalisés

de 5% par jour (à moins de maladie [billet de médecin nécessaire] ou de crise familiale) et ne seront pas acceptés après que les travaux corrigés aient été rendus en classe.

3) **QUALITÉ DE LA LANGUE.** Une des premières règles de la communication est d'être bien compris. Pour cela, il faut maîtriser le vocabulaire, la grammaire et la syntaxe. **La qualité de la langue comptera pour 20% de la note pour chaque travail de rédaction.**

4) **PLAGIAT.** Le plagiat est une faute grave sanctionnée par l'université. **Le plagiat comprend notamment "l'utilisation totale ou partielle de texte d'autrui en le faisant passer pour sien ou sans indication de référence"**. En cas de doute de plagiat, le professeur établira la preuve de la fraude. Selon les règlements officiels de la faculté des Arts, aucune note ne peut être donnée par le professeur pour un tel travail: c'est officiellement hors de son pouvoir. Le travail doit être et sera acheminé au comité de discipline de la Faculté dans lequel l'étudiant est inscrit: c'est ce comité qui statuera sur le travail.

**Conseils:**

Lorsque vous rédigez un texte et que vous écrivez plus de cinq mots de suite qui viennent d'autrui, indiquez la source selon les règles de l'art.

Pour éviter toute confusion, prenez soigneusement des notes au départ: lors de la prise de note, il est essentiel de distinguer, d'une manière ou d'une autre, ce qui constitue une copie, mot pour mot, des propos de l'auteur ou ce qui résume les propos de l'auteur, de ce qui est votre commentaire du texte en question.

**En cas de doute, consultez le professeur.**

5) **TRAVAIL INDIVIDUEL.** Ce cours vise à développer des habilités individuelles. Le travail d'équipe ne sera pas accepté pour les travaux écrits (bibliographie annotée, mini-commentaire et la dissertation).

## CALENDRIER

Première semaine: 5 septembre 2001

**PAS DE COURS (JOURNÉE D'ACCUEIL)**

## Deuxième semaine: 12 septembre 2001

- a) - **Présentation du cours: objectifs, organisation, nature des travaux et des évaluations**
- b) - **Les grands axes de la matière**

## Troisième semaine: 19 septembre 2001

### **L'historiographie: un nouveau cap**

- Thompson, Edward Palmer, "La formation de la classe ouvrière anglaise". Le débat, vol. 3 (juillet- août 1980), p. 175-193. (AP 20 .D35)
- MORTON, Desmond, "E.P. Thompson dans des arpent de neige: les historiens canadiens-anglais et la classe ouvrière", Revue d'histoire de l'Amérique française, 37, 2 (septembre 1983): 165-184.
- Burgess, Joanne, "Exploring the Limited Identities of Canadian Labour: Recent Trends in English-Canada and in Quebec". International Journal of Canadian Studies/Revue internationale d'études canadiennes, vol. 1-2 (printemps-automne 1990), p. 149-173.

## Quatrième semaine: 26 septembre 2001

*Aussi cette semaine: visite des Archives nationales du Canada*

### **Famille, communauté et syndicat: des ressources pour affronter l'industrialisation**

- BURGESS, Joanne, "L'industrie de la chaussure à Montréal: 1840-1870 : le passage de l'artisanat à la fabrique", dans THWAITES, James D. Travail et syndicalisme. Naissance et évolution d'une action sociale. Sainte-Foy, Presses de l'Université Laval, 1996: 20-37. HD6529 .Q4 T62 1996.
- BISCHOFF, Peter, "Des forges du Saint-Maurice aux fonderies de Montréal: mobilité géographique, solidarité communautaire et action syndicale des mouleurs, 1829-1881", Revue d'histoire de l'Amérique française, 43, 1 (été 1989): 3-29.
- BRADBURY, Bettina. Familles ouvrières à Montréal. Âge, genre et survie quotidienne pendant la phase d'industrialisation. Montréal, Boréal, 1995: 151-199. HN 110 .M6 B4814 1995

## Cinquième semaine: 3 octobre 2001

### **Utopisme ou pragmatisme?: les Chevaliers du Travail (des États-Unis au Canada)**

- OSTRY' Bernard, "Conservatives, Liberals, and Labour in the 1880's", The Canadian Journal of Economics and Political Science, 27, 2 (mai 1961): 141-161.
- KEALEY, Gregory S. et Bryan D. PALMER. Dreaming of What Might Be: the Knights of Labour in Ontario. New York, Cambridge University Press, 1982: 135-169 ("Hamilton and the Home Club").

HD 8109 .O63 K4 1982

- HARVEY, Fernand, "Les Chevaliers du Travail, les États-Unis et la société québécoise, 1882-1902", dans Fernand Harvey, dir., Le mouvement ouvrier au Québec. Montréal, Boréal Express, 1980: 69-130.  
HD 8109 .Q4 M68 1980 2 copies.

### Sixième semaine: 10 octobre 2001

#### **Typologie du syndicalisme et... des formes de résistance des travailleurs non-syndiqués**

- *Syndicalisme de métier*: • WHITESIDE, Noël, "La protection du métier: l'organisation industrielle et les services des syndicats dans l'Angleterre de la fin du XIXe siècle", Cahiers d'histoire de l'Institut de recherches marxistes, 51 (1993): 29-52.
- *Syndicalisme catholique*: ROUILLARD, Jacques. Les syndicats nationaux au Québec de 1900 à 1930. Québec, Presses de l'Université Laval, 1979: 157-203 (Le clergé et le syndicalisme).  
FC 2903 .C33 V.24 1979 2 copies.
- *Syndicalisme révolutionnaire*: McCORMACK, Ross, "«Wobblies» et «Blanketstiffs»: la composition et le contexte de l'IWW dans l'Ouest canadien", , dans THWAITES, James D. Travail et syndicalisme. Naissance et évolution d'une action sociale. Sainte-Foy, Presses de l'Université Laval, 1996: 136-151.  
HD6529 .Q4 T62 1996.

### Septième semaine: 17 octobre 2001

#### **Présentation des travaux "analyses de sources primaires" et discussion**

### Huitième semaine: 24 octobre 2001

#### **Une autre perspective sur le monde du travail: les autobiographies**

- *Syndicalisme de métier*: LEROUX, Éric, Gustave Francq. Figure marquante du syndicalisme et précurseur de la FTQ, Montréal, VLB, 2001: 15-51, et 182-191.
- *Syndicalisme catholique*: CHARPENTIER, Alfred. Les mémoires d'Alfred Charpentier. Québec, Presses de l'Université Laval, 1971: 5-61.  
HD 6525 .C5A3 1971
- *Syndicalisme industriel*: Maman Jones : autobiographie. (traduction). Paris, François maspero, 1980: 21-63.  
HD 8073 .J6 A314 1977

### Neuvième semaine: 31 octobre 2001

#### **Regards sur le syndicalisme et les mouvements sociaux: l'intervention des sociologues et des économistes**

- MARX, Karl et Friedrich Engels. Le syndicalisme. I. Théorie, organisation, activité. Paris, François Maspero, 1972: 17-55 ("Histoire et théorie des syndicats").  
HD 6477 .M3 1972 v.1                    3 copies.
- DOFNY, J. et P. BERNARD. Le syndicalisme au Québec: structure et mouvement. Ottawa, Imprimeur de la Reine, 1969: 1-55, 67-77.  
HD 6961 .S77 v.9 1968                2 copies
- CORIAT, Benjamin. L'atelier et le chronomètre. Paris, Christian Bourgeois, 1979: 28-42, 45-46, 62-63, 74-85, 187-202.  
HD 56 .C67 1979                        2 copies

### Dixième semaine: 7 novembre 2001

#### **Présentations des étudiants**

### Onzième semaine: 14 novembre 2001

#### **Présentations des étudiants**

### Douzième semaine: 21 novembre 2001

#### **Présentations des étudiants**

### Treizième semaine: 28 novembre 2001

#### **Présentations des étudiants**

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## **CHOIX D'OUVRAGES DE RÉFÉRENCE**

### **Dictionnaires**

Dictionnaire critique du marxisme.  
REF HX 17 .D53 1982

Dion, Gérard. Dictionnaire canadien des relations du travail. Québec, Presses de l'Université Laval, 1986.  
993 pages.  
REF HD 4839 .D562 1986

Langlois, J.-P., Dictionnaire économique québécois, Montréal, Publications transcontinental, 1988.  
REF. HB 61 .L274 1988

### **Encyclopédies**

Arthur, H.V. (dir.). Labour law and industrial relations in Canada Toronto, Butterworths, 1988. 341 pages.  
KE 3109 .L326 1988



The Canadian Encyclopedia. 2e éd., 4 vol.  
REF FC 23 .C325 1988

Draper. The Marx-Engels Cyclopedia. 3v.  
REF HX 39.5 .D69 1985

Encyclopédie du Canada. 3 vol.  
REF FC 23 .C32514 1987

Filippelli, Ronald L. Labor Conflict in the United States : An Encyclopedia. New York, Garland Pub, 1990. 609 p. REF HD 5324 .L32 1990.

Fink, Gary M. (dir.). Labor unions. Westport, Greenwood Press, 1977. 520 pages.  
HD 6508 .L234 1977

### **Répertoires de statistiques**

Statistiques historiques du Canada. 2e éd. (REF HA 746.S73 1983) ou Historical Statistics of Canada, 2e éd.

REF HA 746.H57 1983

### **Bibliographies**

A. Leblanc et James Thwaites. Le monde du travail au Québec : bibliographie. Sainte-Foy, Presses de l'Université du Québec, 1995.  
REF HD 5729 .Q4 T487 1995

D. Owram (dir.). Canadian History. A Reader's Guide. 2: Confederation to the Present. Toronto, University of Toronto Press, 1994: 86-122 ("Working-Class History").  
RESERVE FC 51 .Z9 C289 1994 v.2 (cours de J. Keshen, HIS1201)

B. Rioux. Travail, syndicalisme : bibliographie. Montréal, Conseil de développement social du Montréal métropolitain, 1972. 2 volumes.  
HD 8106 .R56 1972 v.1 et 2.

### **Publications gouvernementales**

Canada, Département du Travail, Annual report of Labour Organizations in Canada, 1911+  
(HD 6523 .D57 - vol. 4-7, 16-26, 28-38, 40-41, 43-46)

Canada, Département du Travail, La Gazette du travail, 1901+  
(FTX KE 3102.G39 - vol. 19, 59-78)

ou Labour Gazette, 1901+  
(FTX KE 3206 .A13 LB33 - vol. 7-17, 20-34, 50-78)

### **Monographies**

BISCHOFF, P., "Traveling the Country 'Round': migrations et syndicalisme chez les mouleurs de l'Ontario et du Québec membres de l'Iron Molders Union of North America, 1860 à 1892", Journal of the Canadian Historical Association/Revue de la Société historique du Canada, 1990: 37-72.

COMMONS, John R., "American Shoemakers, 1648-1895, A Sketch of Industrial Evolution", Quarterly Journal of Economics, 24 (novembre 1909): 39-81.

COMMONS, John R. et associés, History of Labour in the United States, vol. 2, New York, MacMillan Co., 1918:

CRAVEN, Paul, "Workers' Conspiracies in Toronto, 1854-72", Labour/Le Travail, 14 (automne 1984): 49-70.

CRISPO, J. International Unionism. A Study in Canadian-American Relations. Toronto. 1967.

DELOTTINVILLE, Peter, "Joe Beef of Montreal: Working-Class Culture and the Tavern, 1869-1889", Labour/Le Travailleur, 8-9 (automne-printemps 1981): 9-40.

DOERINGER, P.B. and M.J. PIORE. Internal Labor Markets and Manpower Analysis. Lexington, D. C. Heath & Co., 1971.

Forsey, E. Trade Unionism in Canada, 1812-1902. Toronto, 1982.

GUEST, D. Histoire de la sécurité sociale au Canada. Montréal, 1993.

GUTMAN, Herbert G., Work, Culture & Society in Industrializing America, New York, Vantage Books, 1977: 343 p.

HAMELIN, Jean et al., Répertoire des grèves dans la province de Québec au XIXe siècle, Montréal, Les Presses de l'École des Hautes études commerciales, 1970: 168 p.

HAMELIN, Jean, dir., Les travailleurs québécois, 1851-1896, Montréal, Presses de l'Université du Québec, 1975: 221 p.

HAREVEN, Tamara K., "The Laborers of Manchester, New Hampshire, 1912-1922: the Role of Family and Ethnicity in Adjustment to Industrial Life", Labor History, 16, 2 (printemps 1975): 249-265.

HAREVEN, Tamara K., Family Time & Industrial Time, the Relationship between the Family and Work in a New England Industrial Community, Cambridge, Cambridge University Press, 1982: 474 p.

HARVEY, Fernand, Révolution industrielle et travailleurs. Une enquête sur les relations entre le capital et le travail au Québec à la fin du 19e siècle, Montréal, Boréal Express, 1978: 347 p.

HERON, Craig, Working in Steel, the Early Years in Canada, 1883-1935, Toronto, McClelland & Stewart, 1988: 223 p.

HERON, Craig et Bryan PALMER, "Through the Prism of the Strike: Industrial Conflict in Southern Ontario 1901-1914", Canadian Historical Review, 8, 4 (décembre 1977): 423-458.

HOWLETT, Michael et M. RAMESH. The Political Economy of Canada. An Introduction. Toronto, McClelland and Stewart, 1992.

KEALEY, G. S. Toronto Workers Respond to Industrial Capitalism, 1867-1892. Toronto, 1980.

KENNEDY, J. B. Beneficiary Features of American Trade Unions. Baltimore, 1908.

KERR, C., "The Balkanization of Labor Markets" dans Labor Mobility and Economic Opportunity. Cambridge, 1954.

LIPTON, Charles. Histoire du syndicalisme au Canada et au Québec, 1827-1959. Montréal, Parti Pris, 1976. 500 p.

HD 6524 .L5514 1979 - 2 copies

MONTGOMERY, D. Workers' Control in America, Studies in the History of Work, Technology, and Labor Struggles. Cambridge, 1979.

MONTGOMERY, D. The Fall of the House of Labor. The Workplace, the State, and American Labor Activism, 1865-1925. Cambridge, 1989 (1987).

MORTON, D. Working People, an Illustrated History of the Canadian Labour Movement. Toronto, 1990.

PALMER, B. D. A Culture in Conflict: Skilled Workers and Industrial Capitalism in Hamilton, 1860-1914. Montréal, 1979.

**PALMER, B. D. Working-Class Experience, the Rise and Reconstitution of Canadian Labour, 1800-1980. Toronto, 1992.**

PENTLAND, H. Clare, Labour and Capital in Canada, 1650-1860, Toronto, James Lorimer & Co., 1981: 280 p.

PENTLAND, H. Clare, "The Development of a Capitalistic Labour Market in Canada", Canadian Journal of Economics and Political Science, 25 (novembre 1959): 450-461.

REICH, M., D. M. GORDON et R. C. EDWARDS., "Dual Labor Markets: A Theory of Labor Market Segmentation", American Economic Review, 63, 2 (1973): 359-365.

RINGENBACH, P. T. Tramps and Reformers, 1873-1916. The Discovery of Unemployment in New York. Westport, Greenwood Press, 1973.

ROUILLARD, Jacques. Histoire du syndicalisme au Québec. Montréal, Boréal, 1989. 535 p.

SMELSER, D.P. Unemployment and American Trade Unions. Baltimore, 1919.

SOFFER, B., "A Theory of Trade Union Development: the Role of the 'Autonomous' Workman", Labor History, 1, 1960: 141-163

SOUTHALL, H.R., "Regional Unemployment Patterns Among Skilled Engineers in Britain, 1851-1914", Journal of Historical Geography, 12, 3 (1986): 268-286.

SOUTHALL, H.R., "The Tramping Artisan Revisited: Labour Mobility and Economic Distress in Early Victorian England", Economic History Review, XLIV, 2 (1991): 272-296.

TYGIEL, J., "Tramping Artisans: The Case of the Carpenters in Industrial America", Labor History, 22, 3 (1981): 348-376.

ULMAN, L. The Rise of the National Trade Union. The Development and Significance of Its Structure, Governing Institutions, and Economic Policies. Cambridge, 1955.

WHITESIDE, N., "Wages and Welfare: Trade Union Benefits and Industrial Bargaining Before the First World War", Society for the Study of Labour History, 51, 3 (1986): 21-33.



**PhD Field in  
Comparative Studies in Labour & Working Class History  
Fall 2006**

**Time:** See Schedule

**Room:** OAB 212

**Professor:** Dr. G. S. Kealey  
OAB 212  
Home #: 506-454-3897  
Work #: 506-453-5189

**Course Description:**

An examination of the historiography of labour and working-class history in Canada, Britain and the United States.

**Suggested Texts:**

- W.J.C. Cherwinski and G. S. Kealey, eds., Lectures in Labour and Working-Class History (St. John's: CCLH, 1985)
- D. Frank and G. S. Kealey, eds., Labour and Working-Class History in Atlantic Canada (St. John's: ISER, 1995)
- H.G. Gutman, Work, Culture and Society (NY: Vintage, 1976)
- H.G. Guntman, Power and Culture (NY: Pantheon, 1988)
- H. Kaye, The British Marxist Historians (Oxford: Polity, 1984)
- G.S. Kealey, Class, Gender and Region (St. John's: CCLH, 1988)
- G.S. Kealey, Toronto Workers (Toronto: University of Toronto Press, 1991)
- G.S. Kealey, Workers and Canadian History (Montreal: McGill-Queen's University Press, 1995)
- G.S. Kealey and B.D. Palmer, Dreaming of What Might Be (Toronto: New Hogtown Press, 1987)
- D. Montgomery, Fall of the House of Labor (NY: Cambridge, 1989)
- B.D. Palmer, Descent Into Discourse (Philadelphia: Temple University Press, 1990)
- B.D. Palmer, E.P. Thompson (London: Verso, 1994)
- B.D. Palmer, Working-Class Experience, 2 ed. (Toronto: McClelland and Stewart, 1992)
- E.P. Thompson, The Making of the English Working-Class (London: Penguin, 1963)
- E.P. Thompson, Customs in Common (New York: New Press, 1991)
- E.P. Thompson, Persons and Polemics (London: Merlin 1994) (US Title Making History)

## Comparative Studies in Labour and Working-Class History

### Seminar Schedule:

|              |              |       |   |
|--------------|--------------|-------|---|
| September 11 | 11:30 – 1:30 | I.    | Introduction  |
| September 20 | 11:30 – 1:30 | II.   | Labour History – British Roots                              |
| September 27 | 9:00 – 11:00 | III.  | Labour History – US Roots                                   |
| October 4    | 2:00 – 4:00  | IV.   | Labour History – Canadian Roots                             |
| October 18   | 11:00 – 1:00 | V.    | Labour & Working-Class History<br>E. J. Hobsbawm            |
| October 25   | 11:00 – 1:00 | VI.   | Labour & Working-Class History<br>E. P. Thompson            |
| November 22  | 9:00 – 11:00 | VII.  | Labour & Working-Class History<br>H. G. Gutman              |
| November 29  | 9:00 – 11:00 | VIII. | Labour & Working-Class History<br>David Montgomery          |
| December 5   | 11:00 – 1:00 | IX.   | Labour & Working-Class History<br>David Bercuson            |
| December 12  | 11:00 – 1:00 | X.    | Labour & Working-Class History<br>G.S. Kealey & B.D. Palmer |

## Major Bibliographies in Labour & Working-Class History

### Canada:

- R. G. Hann, et al., comps. Primary Sources in Canadian Working-Class History (1973).  
Labour / Le Travail, ongoing bibliography.  
 Douglas Vaisey, The Labour Companion (1980).  
 Peter Weinrich, Social Protest from the Left in Canada (1982).  
 Michael Lonardo, Canadian Labour Bibliography, <http://www.mun.ca/colldev/labour>

### Britain:

- Bulletin of the Society for the Study of Labour History, (now Labour History Review)  
 ongoing bibliography.  
 Harold Smith, The British Labour Movement to 1970: A Bibliography (1981).

### United States:

- Labour History, annual bibliography.  
 James C. McBrearty, American Labor History: A Selected Bibliography (1974).  
 Maurice F. Neufeld, et al., American Working-Class History: A Representative Bibliography (1983).

## Major Journals in Labour and Working-Class History

### Canada:

Bulletin RCHTQ  
Labour / Le Travail (L/LT)  
Studies in Political Economy (SPE)  
left history  
Socialist Studies

### Britain:

Bulletin of the Society for the Study in Labour History (now Labour History Review)  
History Workshop (HW)  
New Left Review (NLR)  
Social History (SH)  
Socialist History  
Socialist Register

### United States:

International Labor & Working-Class History (ILWCH)  
Labor History (LH)  
Radical History Review (RHR)  
Labor: Studies in Working-Class History of the Americas  
American Communist History

### Other:

Labour History (Australia)  
Le Mouvement Sociale (France)  
International Review of Social History (Holland)  
Historical Studies in Industrial Relations (UK)  
Historical Materialism (Holland)



## Major Surveys of Labour and Working-Class History

### Canada:

- Eugene Forsey, Trade Unions in Canada, 1812 – 1902 (1982)  
 Craig Heron, The Canadian Labour Movement: A Short History (1989), 2<sup>nd</sup> Edition (1995)  
 Charles Lipton, The Trade Union Movement of Canada (1973)  
 Harold Logan, Trade Unions in Canada (1948)  
 Desmond Morton, Working People (1984), 4<sup>th</sup> Edition (1998)  
 Bryan Palmer, Working-Class Experience, 2<sup>nd</sup> Edition (1992)  
 Ian McKay, Rebels, Reds and Radicals (2005)

### Britain:

- James Cronin, Labour and Society in Britain, 1918 – 1979 (1984)  
 Alan Fox, History & Heritage: The Social Origins of the British Industrial Relations System (1985)  
 James Hinton, Labour and Socialism, 1867 – 1974 (1983)  
 Eric Hopkins, A Social History of the English Working Classes (1979)  
 E. H. Hunt, British Labour History, 1815 – 1914 (1981)  
 David Kynaston, King Labour: The British Working Class, 1815 – 1914 (1976)  
 Henry Pelling, A History of British Trade Unionism (1971)  
 Richard Price, Labour in British Society (1986)  
 John Saville, The Labour Movement in Britain (1988)

### United States:

- Thomas R. Brooks, Toil and Trouble (1971)  
 J. R. Commons, History of Labor in the U.S., 4 vol (1918 – 35)  
 Melvyn Dubofsky, Industrialism and the American Worker (1985)  
 Ronald Filippelli, Labor in the USA: A History (1984)  
 Philip Foner, History of the Labor Movement in the US, 8 vol (1947 - )  
 James R. Green, The World of the Worker (1980)  
 Hebert G. Gutman, et al., Who Built America? 2 vol (1992)

**Week 1: Introduction**

General discussion and assignment of seminar topics, written work, etc.

**Week 2: Labour History – British Roots****Primary:**

- G.D.H. Cole and Raymond Postgate, The Common People (1938)  
 G.D.H. Cole, A Short History of the British Working-Class Movement (1947)  
 J & B Hammond, The Village Labourer (1911)  
 J & B Hammond, The Town Labourer (1917)  
 J & B Hammond, The Skilled Labourer (1920)  
 B & S Webb, History of Trade Unionism (1894)  
 B & S Webb, Industrial Democracy  
 B & S Webb, Our Partnership  
 A. L. Morton, A People's History of England  
 M. Dobb, Studies in the Development of Capitalism (1947), 1 – 319  
 Dona Torr, Tom Mann and His Times (1956)

**Secondary:**

- Asa Briggs and John Saville, eds. Essays in Labour History (1960), 3 – 40  
 Margaret Cole, Life of G.D.H. Cole (1971)  
 Royden Harrison, “*The Webbs as Historians of Trade Unionism*”, 322 – 326 in Raphael Samuel, ed. People's History and Socialist Theory (1981)  
 Richard Johnson, “*Culture and the Historians*”, 41 – 71 in John Clarke, Chas Critcher and Richard Johnson, eds., Working Class Culture, Studies in History and Theory (1974)  
 Harvey Kaye, British Marxist Historians, ch. 2  
 David Sutton, “*Radical Liberalism, Fabianism and Social History*”, 15 – 43 in Richard Johnson, et al, eds., Making Histories: Studies in History Writing and Politics (1982)  
 Maurice Cornforth, “*A. L. Morton*”, in his Rebels and Their Causes (1978) 7 – 20  
 Raphael Samuel, “*British Marxist Historians, 1880 – 1980*”, NLR, 120 (1980), 21 – 96  
 Raphael Samuel, “*The Lost World of British Communism*”, NLR, 154 (1985), 3 – 53  
 Raphael Samuel, “*Staying Power: The Lost World, Part 2*”, NLR, 156 (1986), 65 – 113  
 Margot Heinemann and Willie Thompson, eds., History and the Imagination: Selected Writings of A. L. Morton (1990), esp. 11 – 24  
 David Renton, “*Dona Torr, EPT, Socialist History*” in Dissident Marxism (2004), 104 – 121  
 Stephen Woodhams, History in the Making (2000)  
 Edwin Roberts, The Anglo-Marxists (1997)

### Week 3: Labour History – US Roots

#### Primary:

- J. R. Commons, “*American Shoemakers, 1648 – 1895*”, Quarterly Journal of Economics (1909), 39 – 83
- J. R. Commons, Documentary History of American Industrial Society, 10 vols, (1910)
- J. R. Commons, History of Labour in the US, 4 vols, (1918 – 1935)
- Philp Foner, History of the Labour Movement in the US, 8 vols, (1947 - )
- Selig Perlman, Theory of Labor Movement (1928)
- Philip Taft, The AFL in the Time of Gompers (1959)

#### Secondary:

- John A. DeBrizzi, Ideology and the Rise of Labor Theory in America (1983)
- John R. Commons, Myself (1936)
- M. Dubofsky, “*Give us that old time labor history*”, LH, 26 (1985), 118 – 37
- Richard Ely, Ground Under Our Feet (1938)
- Maurice Isserman, “*God Bless Our American Institutions: The Labour History of John R. Commons*”, Labor History, 17 (1976), 309 – 28
- Paul McNulty, The Origins and Development of Labor Economics (1980)
- Mark Perlman, Labor Union Theories in America (1958)
- Special Issue on Philip Taft, Labor History, 19 (1978), 5 – 136
- Dorothy Ross, The Origins of American Social Science (1981), esp. 98 – 140
- Leon Fink, “*A Memoir of Selig Perlman*”, Labor History, 32 (1991), 503 – 25
- Bruce Kaufman, The Origins and Evolution of the Fields of Industrial Relations in the US (1993), esp ch 1 – 3
- Clarence E. Wunderlin, Visions of a New Industrial Order: Social Science and Labour Theory in America’s Progressive Era (1992)
- Mary O. Furner, Advocacy & Objectivity: A Crisis in the Professionalization of American Social Science, 1865 – 1905 (1975)
- Leon Fink, Progressive Intellectuals & the Dilemmas of Democratic Commitment (1997), ch 1 – 2

## Week 4: Labour History – Canadian Roots

### Primary:

- Harold Logan, Trade Unions in Canada (1948)  
 D. C. Masters, The Winnipeg General Strike (1950)  
 Charles Lipton, Trade Union Movement of Canada (1967)  
 Eugene Forsey, Trade Unions in Canada (1980)  
 Stanley Ryerson, Unequal Union (1968)  
 H. Clare Pentland, Labour and Capital in Canada (1981)  
 Stuart Jamieson, Times of Trouble (1968)  
 Ken McNaught, A Prophet in Politics (1959)

### Secondary:

- G. S. Kealey, “*Stanley Bréhaut Ryerson*”, SPE, 9 (1982), 103 – 71; also in Workers and Canadian History  
 G. S. Kealey, “*H. C. Pentland and the Writing of Canadian Working-Class History*”, Canadian Journal of Political and Social Theory, 3 (1979), 79 – 94; also in Workers and Canadian History  
 G. S. Kealey, “*Writing about Labour*”, in J. Schultz, ed., Writing about Canada (1990), 145 – 74; also in Workers and Canadian History  
 A. Greer, “*Wage Labour and the Transition to Capitalism: A Critique of Pentland*”, Labour / Le Travail, 15 (1985), 7 – 22  
 B. D. Palmer, “*Town, Port and Country: Speculations on the Capitalist Transformation of Canada*”, Acadiensis, 12 (1983), 131 – 9  
 R. Comeau and R. Tremblay, eds. Stanley Bréhaut Ryerson (1996), esp. 23 – 102; 233 – 362  
 R. Comeau, ed. Le droit de se taire: Histoire des Communistes au Québec (1989), esp. 198 – 272  
 E. Forsey, A Life on the Fringe: Memoirs (1990)  
 K. McNaught, Conscience and History: A Memoir (1999)

**Week 5: E. J. Hobsbawm**

**Primary:**

Primitive Rebels (1959)  
Age of Revolution (1963)  
Labouring Men (1964)  
Industry and Empire (1968)  
Captain Swing (1969)  
Bandits (1969)  
Revolutionaries (1973)  
Age of Capital (1975)  
Worlds of Labour (1985)  
Age of Empire (1987)  
Politics for a Rational Left, Part II (1989)  
Echoes of the Marseillaise (1990)  
Nations and Nationalism Since 1780 (1990) (2<sup>nd</sup> Ed. 1993)  
The Jazz Scene (1993)  
The Age of Extremes (1994)  
On History (1997)  
Uncommon People (1998)  
On the Edge of the New Century (2000)  
Interesting Times (2002)

**Secondary:**

James Cronin, “*The Contribution of Hobsbawm*”, RHR, 19 (1978 – 9), 87 – 109  
 Chapter in Abelow, Visions, 27 – 46  
 Chapters in Kaye, British Marxist Historians, 1 – 22; 131 – 66  
 Bill Schwarz, “*The People in History: the Communist Party Historians’ Group, 1946 – 56*”, in Making Histories, 44 – 95  
 E.J.H., “*The Historians Group of the Communist Party*”, in Cornforth, ed., Rebels and Their Causes, 21 – 48  
 Eugene Genovese, “*The Politics of Class Struggle in the History of Society: An Appraisal of the Work of E. J. Hobsbawm*”, in Pat Thane, eds., The Power of the Past, 13 – 36  
 Sam Ashman, “*The Communist Party’s Historians’ Group*”, in John Rees, ed. Essays on Historical Materialism, 145 – 60  
 David Parker, “*The Communist Party and its Historians*”, Socialist History, 12 (1997), 33 – 58  
 “*Eric Hobsbawm*”, Socialist History, 8 (1995), 54 – 60  
 Willie Thompson, et al., eds. “*Historiography and the British Marxist Historians*”, Socialist History, 8 (1995), 5 – 73  
 Keith McClelland, “*Bibliography of the Writings of EJH*”, in Samuel and Jones, eds., Culture, Ideology and Politics, 332 – 363

Perry Anderson, "*Confronting Defeat*", London Review of Books  
**Week 6: E. P. Thompson**

**Primary:**

Making of the English Working Class (1968)  
Albion's Fatal Tree (1975)  
Whigs and Hunters (1975)  
William Morris (1955, 1977)  
Poverty of Theory (1978, 1995)  
Writing by Candlelight (1981)  
Exterminism and Cold War (1982)  
Zero Option (1982)  
The Heavy Dancers (1985)  
The Skyaos Papers (1988)  
Customs in Common (1991)  
The Mark of the Beast: William Blake and Moral Law (1993)  
Alien Homage: Edward Thompson and Rabindranath Tagore (1993)  
Persons and Polemics (1995) [Published in US as Making History (1995)]  
Beyond the Frontier (1997)  
The Romantics (1997)  
Collected Poems (1999)  
The Essential E. P. Thompson (2001)

**Secondary:**

B. Palmer, Making of E. P. Thompson  
 B. Palmer, E. P. Thompson (or in L/LT 32 and 33)  
 Chapter in Kaye, British Marxist Historians, 167 – 220  
 Chapter in Abelow, Visions, 3 – 25  
 G. McLennan, "*E. P. Thompson and the Discipline of Historical Context*", in Making Histories, 96 – 132  
 "*Culturalism: Debates about the Poverty of Theory*", in R. Samuel, ed., People's History and Socialist Theory, 375 – 409  
 E.K. Trimberger, "*E.P.T.: Understanding the Process of History*", in T. Skocpol, ed., Vision and Method in Historical Sociology  
 Neville Kirk, "*Dorothy Thompson*", in The Duty of Discontent: Essays for Dorothy Thompson, ed. Owen Ashton, et al, 1 - 32  
 Marc Steinberg, "*Culturally speaking: finding a common between post-structuralism and the Thompsanian perspective*", SH 21, 2 (1996), 193 - 214  
 P. Anderson, "*Socialism and Pseudo-Empiricism*", NLR, 35 (1966), 2 – 42  
 R. Johnson, "*Thompson, Genovese and Socialist-Humanist History*", HW, 6 (1978), 79 – 100 and Responses in HW, 7, 8 and 9  
 A. Dawley, "*E.P.T. and the Peculiarities of the Americans*", RHR, 19 (1978 – 9), 33 - 59  
 P. Anderson, Arguments Within English Marxism (1980)

- Joan Scott, "Women in The Making of the English Working Class" in Gender and the Politics of History (1988), 68 – 90
- Robert Gregg, "Class, Culture and Empire: EP Thompson and the Making of Socialist History", Journal of Historical Sociology, 11 (1988), 419 - 460
- H. Kaye and K. McClelland, E. P. Thompson (1990)
- Harvey Kaye, "E.P.T., the British Marxist Historical Tradition and the Contemporary Crisis" in his The Education of Desire (1992), 98 – 115
- Michael Bess, Realism, Utopia and the Mushroom Crowd (1993), ch 3
- Lin Chin, The British New Left (1993), II. 2, III, 2
- Blackburn, Corfield, Linebaugh, "EPT", NLR, 201 (1993), 3 – 33
- D. Levine, "Proto-Nothing: EPT's Customs in Common", SH, 18 (1993), 381 – 90
- Corrigan, Linebaugh, Palmer, "Reflections on EPT", left history, 1, 2 (1993), 89 – 120
- J. Rule and R. Malcolmson, Protest and Survival (1993)
- "E.P. Thompson and the Uses of History", HW 39 (1995), 71 – 135
- Frederick Cooper, Work, Class & Empire: an African Historian's Retrospective on EPT", SH, 20, 2 (1995), 235 – 41
- Andy Croft, "EPT", Socialist History, 8 (1995), 22 – 48
- Harvey Kaye, "EPT", Socialist History, 8 (1995), 49 - 53
- Michael Kenny, The First New Left (1995), esp. ch 3
- E. J. Hobsbawm, "EPT, 1924 – 1993", Proceedings of the British Academy, 90 (1996), 521 - 539
- Peter King, "EPT's contribution to 18<sup>th</sup> Century studies", SH 21, 2 (1996) 215 – 28
- Dennis Divorkin, Cultural Marxism in Post War Britain (1997)
- R. Chadavarkar, The Making of the Working Class: EPT and Indian History", HW, 43 (1997), 177 - 96
- Edwin Roberts, The Anglo Marxists (1997), ch 7
- Gregory Elliott, Perry Anderson (1998)
- Stephen Woodhams, History in the Making: Williams, EPT & Radical Intellectuals (2001)
- Michael Newman, Ralph Miliband (2002)
- John Saville, Memoirs from the Left (2003)
- Paul Blackledge, Perry Anderson, Marxism and the New Left (2004)

**Week 7: H. G. Gutman****Primary:**

Work, Society & Culture (1976)  
The Black Family in Slavery and Freedom: 1750 – 1925 (1976)  
Slavery and the Numbers Game (1976)  
Power and Culture (1987)  
Who Built America, 2 vols (1989 & 1992)

**Secondary:**

Chapter in Abelove, Visions, 185 – 216  
 Ira Berlin, “*Introduction*”, Culture and Power, 3 – 69  
 G. S. Kealey, “*H.G. Gutman and the Writing of Working-Class History*”, Monthly Review 38, 1 (May 1986), 22 – 30  
 G. S. Kealey, “*Gutman and Montgomery*”, ILWCH, 37 (1990), 58 – 68  
Labour History, 29 (1988), 295 – 405  
 David Roediger, “*What was so great about Herbert Gutman?*”, Labour/Le Travail, 23 (1989), 255 – 61  
 E. D. Genovese and E. F. Genovese, “*The Political Crisis of Social History: A Marxian Perspective*”, JSH, 10 (1976), 205 – 20  
 L. MacDonnell, “*You are too sentimental: Problems and suggestions for a New Labor History*”, JSH, 17 (1984), 629 – 54  
 Montgomery, “*Gutman’s Nineteenth-Century America*”, LH 19 (1978), 416 – 29  
 E. P. Thompson, “*Herbert Gutman*”, in his Persons and Polemics, 312 – 20  
 Nick Salvatore, “*Whose History? Whose Footnotes*”, unpub Paper 1997 (get from GSK)  
 Herbert, Hill, “*Myth-making as Labor History*” International Journal of Politics, Culture and Society, 2, 2 (1998) 132 – 200  
 Michael Kazin, “*Struggling with Class Struggle*”, LH 28 (1987), 497 – 514  
 Paul Buhle, ed., History and the New Left: Madison, 1950 – 1970 (1990)  
 David Brody, “*Reconciling the Old Labor History and the New*”, Pacific Historical Review, 62 (1993), 1 – 18  
 Gerald M. Sider, “*Cleansing History: Lawrence, Mass*”, Radical History Review, 65 (1996), 48 – 83 and “*Responses*”, 84 – 177  
 Leon Fink, In Search of the Working Class (1994), esp. ch 1, 5, 7, 9  
 Melvyn Dubofsky, Hard Work: The Making of Labour History (2000), esp. ch 1, 10  
 David Brody, Labor Embattled (2005), ch 1



**Week 8: David Montgomery**

**Primary:**

Beyond Equality (1967)

Workers in Control in America (1979)

Fall of the House of Labor (1987)

“*Trends in Working-Class History*”, L/LT, 19 (1987), 13 – 22

Citizen and Worker (1993)

“*Labor and the Political Leadership of New Deal America*”, IRSH, 39, 3 (1994), 335-60

“*Wage Labor, Bondage & Citizenship in 19<sup>th</sup> Century America*”, ILWCH, 48 (1995), 6 – 27

**Secondary:**

Chapter in Ablove, Visions, 167 – 84

“*D. M.’s Fall of the House of Labour: A Round Table Discussion*”, Radical History Review 40 (1988), 89 – 114

Bryan Palmer, “*The American Way of Seeing Class*”, Labour / Le Travail, 24 (1990), 245 – 52

“*A Symposium on the Fall of the House of Labour*”, Labour History, 30 (1989), 93 – 137

G. S. Kealey, “*Gutman & Montgomery*”, ILWCH, 37 (1990), 58- 68

J. Carroll Moody and Alice Kessler-Harris, Perspectives on American Labour History: The Problems of Synthesis, Dekalb, 1989

Leon Fink, “*The New Labor History and the Powers of Historical Pessimism*”, Journal of American History, 76 (1989), 399 – 434 (and surrounding debate and documents)

**Week 9: David Bercuson****Primary:**

David Bercuson, Confrontation at Winnipeg (1974 & 2<sup>nd</sup> ed 1990), esp xi – xii; 196 – 206

David Bercuson, Fools and Wisemen (1978) esp 2<sup>nd</sup> ed 1990

David Bercuson, “*Labour Radicalism and the Western Industrial Frontier*”, CHR, 58 (1977), 154 – 77

David Bercuson, “*Organized Labour and the Imperial Munitions Board*”, RI/IR, 28 (1973), 602 – 16

David Bercuson, “*Through the Looking Glass of Culture*”, L/LT, 7 (1981), 95 – 112

David Bercuson, ed. Canadian Labour History (1987), esp. 230 – 283

David Bercuson and David Bright, eds., Canadian Labour History (1994), esp. 3 – 76, 163 – 240

**Secondary:**

Irving Abella, Nationalism, Communism and Canadian Labour (1972)

Robert Babcock, Gompers in Canada (1973)

Ross McCormack, Reformers, Rebels and Revolutionaries (1977)

**Week 10: Gregory S. Kealey / Bryan D. Palmer**

**Primary:**

- B. D. Palmer, A Culture in Conflict (1979)  
 G. S. Kealey and B. D. Palmer, Dreaming of What Might Be (1982)  
 G. S. Kealey, Toronto Workers (1980)  
 B. D. Palmer, Descent into Discourse (1990)  
 B. D. Palmer, Working-Class Experience (1992)  
 B. D. Palmer, Cultures of Darkness (2000)  
 G. S. Kealey, Workers and Canadian History (1995)  
 G. S. Kealey, “*State Repression of Labour and the Left in Canada, 1914 – 1920*”, CHR, 73 (1992), 281 – 314  
 G. S. Kealey, “*The Surveillance State ... 1914 – 20*”, INS, 7 (1992), 179 – 210  
 G. S. Kealey, “*The Early Years of State Surveillance, 1918 – 26*”, INS, 8 (1993), 129 – 48  
 B. D. Palmer, “*The Poverty of Theory Revisited*”, Left History, 1 (1993), 67 – 101  
 B. D. Palmer, “*Old Positions / New Necessities: History, Class and Marxist Metanarrative*”, in Wood and Foster, eds. In Defense of History (1997), 65 – 73  
 G. S. Kealey, “*Filing and Defiling: The Organization of the Canadian State’s Security Archives*”, in F. Iacovetta, ed. On the Case (1998)  
 G. S. Kealey, “*A War Against Ethnicity? The RCMP and Internment*”, in F. Iacovetta, ed. Civilian Internees (1999)  
 G. S. Kealey, “*Chauvinism and Masculinism in the RCMP Security Service*”, in D. Buse, ed. Whose National Security? (1999)

**Secondary:**

- R. G. Hann, “*Introduction*”, Primary Sources in Canadian Working Class History  
 G. S. Kealey, “*Introduction*”, Essays in Canadian Working Class History  
 Ramsey Cook, “*The Making of Canadian Working-Class History*”, Historical Reflections, 10 (1983), 115 – 26  
 B. D. Palmer, “*Working Class Canada*”, Queen’s Quarterly, 86 (1979), 594 – 626 or in Berger, ed., Contemporary Approaches to Canadian History  
 Richard Price, “*Class Formation in Canada: Some Recent Studies*”, Acadiensis, 13 (1983), 175 – 83  
 Ken McNaught, “*E.P. Thompson vs. Harold Logan: Writing about Labour and the Left*”, CHR, 62 (1981), 141 – 68  
 Des Morton, “*E.P. Thompson dans ...*”, RHAF, 37 (1983), 165 – 84  
 Ian McKay, “*The Three Faces of Canadian Labour History*”, HW, 24 (1987), 172 – 8  
 Richard Rice, “*Sailortown: Theory and Method in Ordinary People’s History*”, Acadiensis, 13 (1983), 154 – 67  
 Joanne Burgess, “*Exploring the Limited Identities of Canadian Labour: Recent Traces in English Canada and in Quebec*”, International Journal of Canadian Studies, 1 – 2 (1990), 149 – 73

James Naylor, “*Working-Class History in English Canada in the 1980s*”, Acadiensis, 19 (1989), 156 – 69

Craig Heron, “*Towards Synthesis in Canadian Working-Class History*”, left history, 1, 1 (1993)

**Afterword:**

Readings for the future:

Terry Irving, ed., Challenges to Labour History (1994)

Leonard R. Berlenstein, ed., Rethinking Labour History (1993)

Neville Kirk, Labour and Society in Britain and the United States (1994), 2 vols

Harvey Kaye, The Powers of the Past (1991)

Harvey Kaye, The Education of Desire (1992)

John Rees, ed., Essay on Historical Materialism (1998)

Ellen Meiksins Wood and John Bellamy Foster, eds., In Defense of History: Marxism and the Postmodern Agenda (1997)

Ira Katznelson, ed., Working-Class Formation (1986)