1. Course Description:
This course explores the history of working people’s struggles, victories and defeats, with attention to gender, ‘race’ and ethnicity. It surveys the origins and evolution of labour unions and workplace rights and the role of politics and social movements from the nineteenth century to the present. Challenging the ahistorical notion that working conditions and rights at work have improved ‘automatically,’ it investigates factors that have shaped the trajectory of change. These include the role of employers, the role of the state, and the effectiveness of working people’s strategies, from radical and extralegal to moderate and respectable. The course also introduces you to primary sources and explores the process by which historians create history.

Learning Objectives:
This course is designed to encourage students to become familiar with some key aspects of Canadian labour history and to develop an understanding of the material conditions that propel historical events. Assignments and class discussion are designed to help students use evidence to make compelling arguments and express those ideas clearly. This course has no multiple choice tests or examinations; students should expect to demonstrate their understanding in writing.

2. Required Texts:
All other required readings are available electronically from UM Library and/or will be available for download on UMLearn.

- Students are responsible for obtaining all required materials and are required to have prepared for the class by reading the material and prepared questions and comments.
- Please check your UM email account regularly to be sure you receive class-related email.

3. Grading Scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
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<tr>
<td>A</td>
<td>80-89%</td>
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<tr>
<td>B</td>
<td>70-74%</td>
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<tr>
<td>C+</td>
<td>65-69%</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
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<tr>
<td>C</td>
<td>60-64%</td>
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<tr>
<td>D</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 50%</td>
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</tbody>
</table>

Evaluative feedback will be provided prior to the voluntary withdrawal date of 18 November. Students who have met course deadlines will have received at least 39% of their grade by that date.

4. Assignments: Weight Due
Analytical Essay 1 19% On the date the topic is assigned, 12 Sept - 15 Oct.
Analytical Essay 2 19% On the date the topic is assigned, 24 Oct. - 28 Nov.
Writing tutor receipt (2x1%) 2% Attached to essays
Mid-term test 20% 22 Oct.
Fall 2019

Class participation 10% always
Exam 30% Exam period

- In accordance with the University Senate's W requirement, students must complete both written assignments with a passing grade to pass the course.
- Evaluative feedback on written work will be provided either on paper or, under special circumstances, on the e-version of your paper.
- Essays must be submitted in hard copy (on paper) in class AND electronically, uploaded to the drop box in UMLearn. Essays that are submitted only to the drop box will not be returned to you.
- Evaluative feedback will be provided prior to the voluntary withdrawal date of 18 November 2019; students who have met course deadlines will have received at least 30% of their grade by that date.
- Please consult with me before recording any classes. Recording may only be conducted with my permission.

5. Assignments:
1. Analytical Essays (x2)
   Length: 6-8 pages (1500-2000 words)
   Due: Sign-up sheet to choose your two essay topics will be available on 5 and 10 September. The topics you choose will determine your due dates. **You must submit your essay on the date assigned.**
   **Essay 1 due dates are between 12 Sept. and 15 October.**
   **Essay 2 due dates are between 24 Oct. and 28 Nov.**
   Papers must be submitted electronically to the drop box in UMLearn in Word format prior to the start of class on the due date. Hard copies must also be submitted. Late papers will not be accepted without prior approval. This assignment requires you to summarize, analyze, and compare the assigned material and readings for your chosen topic. This includes all the assigned material: scholarly and popular (non-academic) articles, graphic histories, primary sources, and film.
   - Be prepared to share your analysis with your colleagues in class.
   - Summarize each reading or media assignments in one paragraph each followed by a comparison of at least 1000 words that addresses their similarities and differences such as their use of sources, point of view, approach to the topic, and the overall accessibility of the story they tell.
   - Remember that this is an academic essay. It must begin with an argument or position and your evidence must be support that position or argument. your argument (i.e., your position) must be clear, concise and logically consistent, and should demonstrate your awareness of your audience, whom you should assume are your colleagues.
   - Support each point of your comparison with evidence from the sources.
   - I prefer that you avoid using quotations and instead write the assignment in your own words. But be careful to cite every idea, fact, or image from the sources using Chicago citation style correctly.
   - Include a bibliography prepared correctly in Chicago citation style.
   - In addition to handing in a hard copy of all written assignments, students are required to submit a copy of the paper electronically through UMLearn as a Word document, not a pdf. The file name for the document should be as follows: SURNAME Given name Assign # HIST 2200 or LABR 2200

Class Participation
Good class participation grades depend on students coming to class having read and thought about the required reading and being prepared to discuss the material in a thoughtful way. Participation marks reflect the quality of your questions, comments, and insights about the readings and your discussion on the topics with others.
6. Class Schedule:
5 Sept.: Introduction to the course

10-12 Sept.: 19th Century Unions: Rough and Respectable: the Knights of Labor

17-19 Sept.: 19th Century Unions: Rough and Respectable: Nine Hour Movement

24-26 Sept.: Indigenous Workers

1-3 Oct. 1919 Winnipeg General Strike
Graphic History Collective and David Lester, 1919: A Graphic History of the Winnipeg General Strike (Toronto: Between the Lines, 2019).

8-10 Oct. Unemployed Workers in the Great Depression

15-17 Oct.: Radicals, Reformers, and Revolutionaries
McCarty, Dale, and David Lester. “The Battle of Ballantyne Pier: An Injury to One is an Injury to All.” In Drawn to Change: Graphic Histories of Working-Class Struggle, 43-59.

22 Oct.: Mid-term test
24 Oct.: Women and Racialized Workers
Brand, Dianne. "We Weren’t Allowed to Go into Factory Work until Hitler Started the War.” In The History of Immigration and Racism in Canada: Essential Readings, edited by Barrington Walker, 239-49. Toronto: Canadian Scholars’ Press, 2008.

29-31 Oct.: Radicals, Left-led Unions, and the Cold War
https://journals.library.ualberta.ca/pi/index.php/pi/article/view/1389/935

5-7 Nov.: Postwar Strike Wave, Postwar Compromise, and the Rand Formula
In-class film: Defying the Law. Directed by Marta Nielsen-Hastings, David Wesley, and Micheal Allder. National Film Board of Canada, 1997. [If this is your topic, see me about viewing the film.]

12-14 Nov.: Mid-term Break: no class

19 Nov.: Public Sector workers

21-26 Nov.: Gender Relations in the Law and Women Workers

28 Nov. – 4 Dec.: Racialized and Feminized Labour

6 December: Review

Important Information: please read carefully.

Late papers will not be accepted unless you have made prior arrangements with me. Extensions will be given only in the case of documented serious illness or personal emergency (such as the death or serious illness of a close family member) and must be arranged with me before the due date.
Please consult me before recording any classes. Recording may only be conducted with my permission.

**Plagiarism**
Proper citations are required in all submitted work. Attribute all information that is neither common knowledge nor your own, original idea to its source and use quotation marks around all direct quotes. Students should acquaint themselves with the University’s policy on plagiarism, cheating, exam personation, and duplicate submission. This can be found at: [http://umanitoba.ca/faculties/arts/student/student_responsibilities.html](http://umanitoba.ca/faculties/arts/student/student_responsibilities.html)
The Library also offers a useful guide: [http://umanitoba.ca/libraries/units/dafoe/media/plagiarism.pdf](http://umanitoba.ca/libraries/units/dafoe/media/plagiarism.pdf)

**Penalties for Academic Dishonesty**
The common penalty in Arts for plagiarism on a written assignment is F on the paper and F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. The Faculty of Arts regulation can be found at:

**Grade Appeals**
Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

**Policy on Unclaimed Term Work**
Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will be destroyed according to FIPPA guidelines.

**Student Resources**
You have access to several important resources to help you navigate your classes and university life more generally. Writing tutors are available to help you with your essays through the Academic Learning Centre (ALC): [http://umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/). Book an appointment online. Instructions are available at this URL: [http://umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/)

The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling will be provided in class. Labour Studies students can make appointments with the Academic Writing Tutors anywhere on campus, but you will be best served by working with one of the tutors available in the Dafoe Library.

You will receive a total of 2% of your assignment grades (1% per essay) for meeting with a tutor. Please staple the confirmation slip from the tutor to the hard copy of your essay.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).
All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: http://umanitoba.ca/student/studentlife/index.html. History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: http://libguides.lib.umanitoba.ca/history. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Accessibility Services
Students with disabilities are encouraged to register with Student Accessibility Services to facilitate the implementation of accommodations. Any student requiring such accommodation should feel free to meet with me to discuss the accommodations recommended by the SAS.

Student Counseling Centre
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. http://umanitoba.ca/student/counselling/index.html

Student Support Case Management
Contact the Student Support Case Management team if you are concerned about yourself or another student and don’t know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. http://umanitoba.ca/student/case-manager/index.html

University Health Service
Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. http://umanitoba.ca/student/health/

Student Advocacy
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. http://umanitoba.ca/student/advocacy

UM History Student Association (UMHiSA)
UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or emailing umhisau@gmail.com.