

History 4208G
Canada and the Age of Conflict, 1896-1945
Winter 2026

Instructor: **Professor Robert Wardhaugh**

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Office: **Department of History, Lawson Hall 2263**

Office Hours: **Monday-Friday, 9:30-11:00 am**

This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

Course Description

“Modern” Canada was largely shaped between 1896 and 1945, decades that witnessed a massive immigration boom, two world wars, and an economic depression. Within this tumultuous era, this course will examine such issues as politics, war, regionalism, culture, gender, sexuality, modernity, class, race, ethnicity, religion, industrialization, urbanization, nationalism, foreign affairs, and age/generation.

Prerequisite(s):

Registration in third year or above, any module.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Syllabus

The classes are structured as seminars that follow a schedule listing the topics to be discussed and required readings. All students are expected to attend seminars fully prepared by doing the readings. Each seminar consists of class discussion. The instructor will provide context when appropriate and guide the discussion. Student preparation and participation in the seminar process are essential to the overall success of the course.

Methods of Evaluation

In order to obtain credit for the course, students are required to: 1) prepare, attend, and participate in seminars 2) write one major research essay 3) revise and expand the major research essay. There are no exams in the course.

The following formula is used to determine overall grades:

- 1) participation: 30%
- 2) research essay, first draft: 20%
- 3) research essay, final draft 50%

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Participation:

Value: 30%

Date: Duration of Class

Length: N/A

Assignment: The relative weight given to participation demonstrates its importance to the success of a seminar format. Participation, however, is impossible without attending class fully prepared by doing all the readings. Attendance, while mandatory, is not enough to constitute marks for participation. Students who miss classes should expect it to impact their participation grades.

Major Research Essay, First Draft:

Value: 20%

Date: 10 March

Length: 15-20 pages

Assignment: Students will write a major research paper. Students will come up their own topics emerging from the class content. All topics must be approved by the instructor. Students are expected to do all the necessary secondary (and primary if suitable) research for the particular topic. Once submitted, the papers will be graded and will receive extensive feedback.

Major Research Essay, Final Draft:

Value: 50%

Date: 31 March

Length: 15-20 pages

Assignment: Students will undertake a major revision of their research papers. This draft process will allow students to learn to revise, expand, and improve upon their own work. Once submitted, the papers will be regraded and will receive extensive feedback. If the final grade on the essay is higher than the first draft, only the final grade will be used to determine the course mark.

Make-up tests, midterms, and exams can only be approved by Academic Advising. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Absences and Late Assignments

Attendance will be taken at all seminars and attendance does count toward your participation grade. While it is certainly not recommended, and you would miss 20% of the class, you may miss up to two seminars without penalty or explanation. (Given this flexibility, requests for further accommodation will generally be denied.)

The first essay draft is due on 10 March and the final essay draft is due on 31 March.

The first essay draft has a no-questions-asked grace period of one week: it can be submitted up to 7 days after the due date without penalty. (Given this flexibility, requests for further accommodation will generally be denied.) After the 7-day grace period, late assignments will be

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subject to a 10% late penalty. After an additional 7 days, late assignments will be subject to a 20% late penalty.

The final essay draft has a no-questions-asked grace period of one day: it can be submitted up to 1 day after the due date without penalty. (Given this flexibility, requests for further accommodation will generally be denied.) No assignments will be accepted after 7 April.

Course-Specific Conditions

Students must attend at least seven of twelve-thirteen seminar meetings in order to pass this course, regardless of grades received for other assignments.

All course assignments must be completed in order to pass this course.

Course Materials

All course readings are available on the course site on OWL.

No other materials, including textbooks, are required.

Course Schedule and Readings

6 January: Introduction and Background to 1896

13 January: Laurier and the Imperial Question, 1896-1914

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 25-54; 107-118.

Patricia Dirks, "Canada's Boys—An Imperial or National Asset? Response to Baden-Powell's Boy Scout Movement in Pre-War Canada," Philip Buckner and R. Douglas Francis, Canada and the British World: Culture, Migration, and Identity. Vancouver: UBC Press, 2006: 111-128.

Phillip Buckner, "Casting Daylight upon Magic: Deconstructing the Royal Tour of 1901 in Canada" *The Journal of Imperial and Commonwealth History*, 31, 2 (2003): 158-189.23
September: Pontiac's War and Indigenous Resistance, 1763-1776

20 January: Industrialization, Class, Age, and Gender, 1896-1911

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 1-23; 85-105.

John Bullen, "Hidden Workers: Child Labour and the Family Economy in Late Nineteenth-Century Urban Ontario" *Labour/Le Travail* 18 (Fall 1986): 163-87.

Robert McIntosh, "Sweated Labour: Female Needleworkers in Industrializing Canada" *Labour/Le Travail* 32 (Fall 1993): 105-38.

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Karen Bridget Murray, "Governing Unwed Mothers in Toronto at the Turn of the Twentieth Century" *Canadian Historical Review*, 85:2 (June 2004): 253-76.

27 January: Immigration, Race, and Ethnicity, 1896-1911

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 55-84.

Jeffrey Vacante, "Evolving Racial Identity and the Consolidation of Men's Authority in Early Twentieth-Century Quebec" *Canadian Historical Review*, 88:3 (September, 2007): 413-438.

D.J. Hall, "Clifford Sifton: Immigration and Settlement Policy, 1896-1905" Doug Francis and Howard Palmer, editors, *The Prairie West: Historical Readings*. (Edmonton: Pica Pica Press, 1985), 281-308.

Howard Palmer, "Strangers and Stereotypes: The Rise of Nativism, 1880-1920," Doug Francis and Howard Palmer, editors, *The Prairie West: Historical Readings*. (Edmonton: Pica Pica Press, 1985), 309-334.

Sarah Carter, "Categories and Terrains of Exclusion: Constructing the 'Indian Woman' in the Early Settlement Era in Western Canada," *Great Plains Quarterly*, 13 (Summer 1993): 147-61.

3 February: Sexuality, 1896-1935

Angus McLaren, "Birth Control and Abortion in Canada, 1870-1920" *Canadian Historical Review* 59:3 (1978): 319-40.

Steven Maynard, "'Horrible Temptations': Sex, Men, and Working-class Male Youth in Urban Ontario, 1890-1935" *Canadian Historical Review* 78:2 (June 1997): 191-136.

Angus McLaren, "The Creation of a Haven for 'Human Thoroughbreds': The Sterilization of the Feeble-Minded and the Mentally Ill in British Columbia" *Canadian Historical Review*, 67:2 (1986): 127-50.

Suzann Buckley, Janice Dickin McGinnis, "Venereal Disease and Public Health Reform in Canada" *Canadian Historical Review*, 63:3 (1982): 337-54.

Frances Swyripa, "Negotiating Sex and Gender in the Ukrainian Bloc Settlement: East Central Alberta between the Wars" Catherine A. Cavanaugh and Randi R. Warne, editors, *Telling Tales: Essays in Western Women's History* (Vancouver: UBC Press, 2000): 232-60.

10 February: Leisure and Culture, 1896-1914

Keith Walden, "Toronto Society's Response to Celebrity Performers, 1887–1914" *Canadian Historical Review*, 89:3 (September, 2008): 373-97.

Keith Walden, "Tea in Toronto and the Liberal Order, 1880–1914" *Canadian Historical Review*, 93:1 (March 2012): 1-24.

Morris Mott, "One Solution to the Urban Crisis: Manly Sports and Winnipeggers, 1900-1914" *Urban History Review*, 12 no. 2 (1983), 57-70.

Craig Heron, "The Boys and Their Booze: Masculinities and Public Drinking in Working-class Hamilton, 1890-1946" *Canadian Historical Review*, 86, 3 (September, 2005): 411-52.

17 February: Break Week—No classes

24 February: The Great War, 1914-1918

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987) 119-85.

John English, "Political Leadership in the First World War," David Mackenzie editor, Canada and the First World War. (Toronto: UTP, 2005) 76-95.

J.L. Granatstein, "Conscription in the Great War," David Mackenzie editor, Canada and the First World War. (Toronto: UTP, 2005) 62-75.

Terry Copp, "The Military Effort, 1914-18" David Mackenzie editor, Canada and the First World War. (Toronto: UTP, 2005) 35-61.11 November: Red River, the Selkirk Settlers, and the Metis, 1763-1867

3 March: The Great War, 1914-1918

Joan Sangster, "Mobilizing Women for War," David Mackenzie editor, Canada and the First World War. (Toronto: UTP, 2005) 157-193.

Donald Avery, "Ethnic and Class Relations in Western Canada during the First World War: A Case Study of European Immigrants and Anglo-Canadian Nativism," David Mackenzie editor, Canada and the First World War. (Toronto: UTP, 2005) 272-299.

Jonathan F. Vance, "Remembering Armageddon," David Mackenzie editor, Canada and the First World War. (Toronto: UTP, 2005) 409-434.

David Bercuson, "The Winnipeg General Strike" Doug Francis and Howard Palmer, editors, *The Prairie West: Historical Readings*. (Edmonton: Pica Pica Press, 1985), 484-510. Julia Roberts, 'A Mixed Assemblage of Persons': Race and Tavern Space in Upper Canada", *Canadian Historical*

Review, March 2002 83(1): 1-28.

10 March: Gender, Consumerism, and Modernity, 1918-1939

Tracy Penny Light, "Consumer Culture and Medicalization of Women's Roles in Canada, 1919-39" Cheryl Krasnick Warsh and Dan Malleck, editors, *Consuming Modernity: Gendered Behaviour and Consumerism before the Baby Boom*. (Vancouver: UBC Press, 2013), 34-54.

Kristan Hall, "Selling Lysol as a Household Disinfectant in Interwar North America" Cheryl Krasnick Warsh and Dan Malleck, editors, *Consuming Modernity: Gendered Behaviour and Consumerism before the Baby Boom*. (Vancouver: UBC Press, 2013), 55-75.

Denyse Baillargeon, "Medicine Advertising, Women's Work, and Women's Bodies in Montreal Newspapers, 1919-39" Cheryl Krasnick Warsh and Dan Malleck, editors, *Consuming Modernity: Gendered Behaviour and Consumerism before the Baby Boom*. (Vancouver: UBC Press, 2013), 76-100.

Jane Nicholas, "Beauty Advice for the Canadian Modern Girl in the 1920s" Cheryl Krasnick Warsh and Dan Malleck, editors, *Consuming Modernity: Gendered Behaviour and Consumerism before the Baby Boom*. (Vancouver: UBC Press, 2013), 11-33.2 December: From Colony to Colonizer: Confederation, 1867.

17 March: Politics in the Interwar Period

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 199-210; 229-244; 259-278.

Donald Forster and Colin Read, "The Politics of Opportunism: The New Deal Broadcasts" *Canadian Historical Review*, 60:3 (1979): 324-49.

David R. Elliott, "Antithetical Elements in William Aberhart's Theology and Political Ideology" *Canadian Historical Review*, 59:1 (1978): 38-58.

Bettina Liverant, "Canada's Consumer Election (1935)" Cheryl Krasnick Warsh and Dan Malleck, editors, *Consuming Modernity: Gendered Behaviour and Consumerism before the Baby Boom*. (Vancouver: UBC Press, 2013), 11-33.

Sean Mills, "When Democratic Socialists Discovered Democracy: The League for Social Reconstruction Confronts the 'Quebec Problem'" (*The Canadian Historical Review*, Volume 86, Number 1, March 2005) 53-81.

24 March: The Depression and the 1930s

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 211-28; 228-44.

Doug Owsram, "Economic Thought in the 1930s: The Prelude to Keynesianism" *Canadian Historical Review* 66 (3) (September 1985): 344-377.

Laurel Sefton MacDowell, "Relief Camp Workers in Ontario" *Canadian Historical Review* 76 (2) (June 1995): 205-228.

Greg Marchildon, "The Prairie Farm Rehabilitation Administration: Climate Crisis and Federal-Provincial Relations during the Great Depression" *Canadian Historical Review* 90, 2, June 2009: 275-301.

31 March: The Second World War, 1939-1945

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 295-398.

Robert H. Keyserlingk "Agents within the Gates': The Search for Nazi Subversives in Canada during World War II" *Canadian Historical Review*, 66, 2 (1985): 211-38.

Stephanie Bangarth, "The Long, Wet Summer of 1942: The Ontario Farm Service, Small-Town Ontario and the Nisei" *Canadian Ethnic Studies*, 37,1: 40-62.

Irving Abella and Harold Troper, "The line must be drawn somewhere': Canada and Jewish Refugees, 1933-9" *Canadian Historical Review*, 60:2 (1979): 178-209.

7 April: The Second World War, 1939-1945

TBA

Additional Statements

Communication Policies: Students are welcome to come to office hours but may also drop by at any time.

I will respond to emails but I prefer to keep them brief and to the point. If issues are to be discussed that require more attention, please come see me in person.

Use of generative artificial intelligence (AI): The use of generative artificial intelligence (AI) tools, such as ChatGPT, is not acceptable for the writing of essays. You may use AI tools, for activities such as researching and refining your ideas, or drafting an outline to organize your thoughts—but not for generating prose. All writing submitted in this course must be your own. If in doubt, please ask me for clarification and advice.

See Western's [site for AI guidance](#) or to the Centre for Teaching and Learning's [resources on academic integrity and AI](#).

Please review the Department of History's shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html

for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.