

HIST4000/7772

Canada's Left: National and International Perspectives T02 –CRN:19878

Class meetings: Tuesdays 2:30-5:15 by ZOOM

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### Course Overview

This course provides an overview of the history of the Canadian Left through the twentieth century, with a view to historicizing the social, political, and cultural contributions of left movements and to Canadian identity and sense of place. Left parties' and movements' bold demands for equality, justice, and rights, and their determination to struggle toward their visions of a better world, exerted a profound influence on the Canada we know today. Committed in principle to unity, the left's passion and commitment fuelled fierce disagreements over principles, priorities, and strategies. We examine the historic and contemporary effects of the major conflicts and questions that defined political differences and divisions on the left, while acknowledging their points of convergence. Through the course, students will broaden their knowledge and acquire new perspectives on how these dynamic and contentious lefts were integral to the shaping of today's progressive Canada.

### Required Texts

Naylor, James. *The Fate of Labour Socialism: the Co-operative Commonwealth Federation and the Dream of a Working-Class Future* Toronto: University of Toronto Press, 2016.

Lévesque, Andrée, and Yvonne M. Klein. *Red Travellers: Jeanne Corbin and Her Comrades*. Montreal: McGill-Queen's University Press, 2006.

All readings for this course, including the two monographs listed above, are available from the UM library, either as journal articles or as e-books.

### Seminar Topics

15 September: Course Introduction and overview

22 September: What does left history comprise, and why does it matter?

McKay, Ian. "Realms of Freedom, Realms of Necessity," and "Redefining the Left." *Rebels, Reds, Radicals: Rethinking Canada's Left History* (Toronto: BTL, 2005): 1-48.

McKay, Ian. "Introduction: Reconnaissance and Resistance," *Reasoning Otherwise: Leftists and People's Enlightenment in Canada, 1890-1920* (Toronto: BTL) 2008): 1-11.

Wiseman, Nelson, and Benjamin Isitt. "Early Socialism in Canada: International and Regional Impulses." *American Review of Canadian Studies* 43, 4 (2013): 512–528.

\*Completely optional additional reading:

Sean Larson, "The Rise and Fall of the Second International," *Jacobin*, 14 July 2017

<https://www.jacobinmag.com/2017/07/second-international-bernstein-rosa-luxemburg-unions-world-war>

29 September: Marxist, Christian, and Labour Roots

Campbell, Peter. "Introduction." *Canadian Marxists and the Search for a Third Way* (Montreal: McGill-Queen's University Press, 1999): 3-30.

Mitchell, Tom. "From the Social Gospel to 'The Plain Bread of Leninism': A.E. Smith's Journey to the Left in the Epoch of Reaction after World War I." *Labour / Le Travail* 33, no. 33 (April 1, 1994): 125–151.

\*Naylor, James. "Introduction," and "The Legacy of Labour Socialism." *The Fate of Labour Socialism: the Co-operative Commonwealth Federation and the Dream of a Working-Class Future* Toronto: University of Toronto Press, 2016. 3-16, 17-65.

6 October: The Communist Party: Conflict, Contradictions, and the Appeal of the Radical

\*Lévesque, Andrée, and Yvonne M. Klein. "Party Work," and "Montreal, 1930-1932." *Red Travellers: Jeanne Corbin and Her Comrades*. Montreal: McGill-Queen's University Press, 2006: 27-86, 109-126.

Manley, John. "'Audacity, Audacity, Still More Audacity': Tim Buck, the Party, and the People, 1932-1939." *Labour / Le Travail* 49 (2002): 9–41.

Manley, John. "Moscow Rules? 'Red' Unionism and 'Class Against Class' in Britain, Canada, and the United States, 1928-1935." *Labour / Le Travail* 56 (2005): 9–49.

13 October: CCF: Coalition, Movement, Electoral Party

\*Naylor, James. "The Road to Regina." *The Fate of Labour Socialism: the Co-operative Commonwealth Federation and the Dream of a Working-Class Future* Toronto: University of Toronto Press, 2016. 66-111.

Naylor, James. "The British Columbia CCF's Working-Class Moment: Socialism Not Populism." *Labour / Le Travail* 71 (2013): 101–121.

Naylor, James. "Socialism for a New Generation: CCF Youth in the Popular Front Era." *Canadian Historical Review* 94, 1 (2013): 55–79. [24]

20 October: Anglo-Canadians and the "Ethnic" Lefts

Hinther, Rhonda L. "Raised in the Spirit of the Class Struggle: Children, Youth, and the Interwar Ukrainian Left in Canada." *Labour / Le Travail* 60 (2007): 43–76.

<http://search.ebscohost.com/uml.idm.oclc.org/login.aspx?direct=true&db=a9h&AN=27537380&site=ehost-live>.

Luciuk, Cassandra. "More Dangerous Than Many a Pamphlet or Propaganda Book: The Ukrainian Canadian Left, Theatre, and Propaganda in the 1920s." *Labour/le travail* 83 (2019): 77–103. <http://id.erudit.org/iderudit/1061035ar>

Reiter, Ester. "Secular Yiddishkai: Left Politics, Culture, and Community." *Labour / Le Travail* 49 (Spring 2002): 121–46. doi:10.2307/25149216.

Sangster, Joan. "Robitnytsia, Ukrainian Communists, and the 'Porcupinism' Debate: Reassessing Ethnicity, Gender, and Class in Early Canadian Communism, 1922-1930." *Labour / Le Travail* 56 (Fall 2005): 51–89.

27 October: From Third Period to Popular Front to Cold War

- Manley, John. "'Starve, Be Damned!' Communists and Canada's Urban Unemployed, 1929-39." *Canadian Historical Review* 79, 3 (1998): 466-491.
- Naylor, James. "Challenges at Mid-Decade." *The Fate of Labour Socialism: The Co-operative Commonwealth Federation and the Dream of a Working-Class Future* Toronto: University of Toronto Press, 2016: 168-203.
- Lévesque, Andrée, and Yvonne M. Klein. "Timmins and the Popular Front." *Red Travellers: Jeanne Corbin and Her Comrades*. Montreal: McGill-Queen's University Press, 2006: 109-126.
- Isitt, Benjamin. "Confronting the Cold War: The 1950 Vancouver Convention of the Co-Operative Commonwealth Federation." *The Canadian Historical Review* 91, 3 (2010): 465-501.

## 2 November: The Ambiguous Legacy of the "Woman Question"

- Lévesque, Andrée., and Yvonne M. Klein. "Women in a Men's Party." *Red Travellers: Jeanne Corbin and Her Comrades*. Montreal: McGill-Queen's University Press, 2006: 127-155.
- Sangster, Joan. "Looking Backwards: Re-Assessing Women On The Canadian Left." *Through Feminist Eyes: Essays on Canadian Women's History*. Edmonton: AU Press, 2011: 81-93.
- Sangster, Joan. "The Communist Party and the Woman Question, 1922-1929." *Labour / Le Travail* 15 (1985): 24-56. Reprinted in *Through Feminist Eyes*.
- Hinther, Rhonda L. "'They Said the Course Would Be Wasted on Me Because I Was a Girl': Mothers, Daughters, and Shifting Forms of Female Activism in the Ukrainian Left in Twentieth-Century Canada." *Atlantis* 32, 1 (2007). 103-113.

## Fall term break 9-13 November

## 17 November: State Repression: Deportation, Internment, Incarceration, and Resistance

- Bjorge, Mikhail. "'They Shall Not Die!' Anarchists, Syndicalists, Communists, and the Sacco and Vanzetti Solidarity Campaign in Canada." *Labour / Le Travail* 75 (2015): 43-73.
- Clément, Dominique. "Spies, Lies, and a Commission: A Case Study in the Mobilization of the Canadian Civil Liberties Movement." *Left History*, 7, 2 (2000): 53-79.
- Eaton, C. Scott. "'A Sharp Offensive in All Directions:' The Canadian Labour Defense League and the Fight Against Section 98, 1931-1936." *Labour/Le Travail* 82 (2018): 41-80.
- Frazer, Chris. "From Pariahs to Patriots: Canadian Communists and the Second World War." *Past Imperfect* 5 (2008): 3-36.

## 24 November: New Lefts

- Bullen, John. "The Ontario Waffle and the Struggle for an Independent Socialist Canada: Conflict Within the NDP." *The Canadian Historical Review* 64, 2 (1983): 188-215.
- Lexier, Roberta. "Two Nations in Canada: The New Democratic Party, the Waffle Movement and Nationalism in Quebec / Deux nations au Canada: le Nouveau Parti Démocrate, le 'Waffle' et le nationalisme au Québec." *British Journal of Canadian Studies* 30, 1 (2017): 1-22. <https://www.muse.jhu.edu/article/652282>.
- Mills, Sean. "Montreal's Black Renaissance." *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal*. McGill-Queen's University Press, 2010. 95-118.

Sangster, Joan. "Radical Ruptures: Feminism, Labor, and the Left in the Long Sixties in Canada." *American Review of Canadian Studies* 40, 1 (2010): 1–21.

1 & 8 December: 'Pecha Kucha' Presentations and Course wrap-up

**Evaluation –HIST 4000**

Weekly Reading Notes	30%	Due: by the start of class, weekly
Seminar Participation	20%	Due: always
Essay	30%	Due: 17 November
'Pecha Kucha'	20%	Due: 1 or 8 December

**Evaluation – HIST 7772**

Weekly Reading Notes	25%	Due: by the start of class, weekly
Seminar Participation	20%	Due: always
Essay	25%	Due: 17 November
'Pecha Kucha'	15%	Due: 1 or 8 December
Take-home Final Exam	15%	Due: 18 December

**Grading Scale**

A+ 88-100%	A 80-87%
B+ 75-79%	B 70-74%
C+ 65-69%	C 60-64%
D 50-59%	F 0-49%

**Remote Learning**

The University permits only a limited number of courses to meet on-campus in the fall term, hence this course will meet by ZOOM during the designated hours. You do not need to have a ZOOM account to participate in the class, but you may find it useful to create one. I will create a "meeting" and send everyone an invitation, so you need only click on the meeting link and then follow the online instructions to be admitted to the class.

Classes will proceed as before the pandemic, with everyone expected to attend. Please login on time and, as a courtesy to others, keep your video on, but please mute your audio unless you are speaking. Class participation is important and everyone is expected to contribute, but the program will permit only one voice at a time, so please raise your hand to speak and I will maintain a speakers' list. if you find participation uncomfortable or difficult in this format, it may help to prepare questions and comments in advance.

We will discuss, in class, how to schedule breaks and deal with interruptions, but please plan to attend for the entire duration of the class.

Students with a persuasive reason for turning video off during class should contact me to discuss options before or, at very least, very soon after 15 September.

I anticipate that other questions will arise as we get started, but I hope we can emulate the best principles of left movements by collaborating to develop good, collective solutions to any problems with this new class format.

### **Assignments and Late Policy**

All written assignments must be typed and double-spaced, with page numbering, standard margins, and in 12-point font. Submit reading notes and essays in WORD format, not as pdf files, with the filename as follows: SURNAME First Initial day.month.year HIST4000 or HIST7772. For example, my first reading report would be: GUARDJ 22.09.20 HIST4000

Please pay close attention to due dates. Extensions will only be granted in exceptional circumstances. Assignments are due in the UM Learn drop box, in the specified format, on the date indicated. Late assignments will be penalized 2.5% per day (inclusive of weekends).

Evaluation of course work will be provided by the Voluntary Withdrawal date, 23 November 2020.

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.

Unreturned term work will be kept in a secure and confidential department area for four (4) months following the end of the course. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

### **Assignment Details - Overview**

Full details on assignments will be provided in class

#### Weekly Reading Notes

##### HIST 4000 Students

Reading notes for at least two articles or chapters per week are due in the appropriate UM Learn drop box before the start of each class.

Excerpts from the two course texts (by Lévesque and Naylor) are marked with an asterisk (\*) and MUST be included in your reading notes.

Notes will be based on a pre-circulated template. You are required to submit readings notes for no fewer than eight classes in the term. There are 10 classes total so students may opt not to hand in their notes for 2 of the weeks, or to hand in more than 8 sets of reading notes and the top 8 marks will be recorded.

##### HIST 7772 Students

Reading notes for at least two articles or chapters per week are due in the appropriate UM Learn drop box before the start of each class. Excerpts from the two course texts (by Lévesque and Naylor) are marked with an asterisk (\*) and MUST be included in your reading notes.

Notes will be based on a pre-circulated template. The reading notes must be accompanied by a one-paragraph (250 word maximum) discussion of the readings in relation to each other

(addressing methodological, theoretical, conceptual, or other connections or points of departure). You are required to submit readings notes for no fewer than eight classes in the term. There are 10 classes total so students may opt not to hand in their notes for 2 of the weeks, or to hand in more than 8 sets of reading notes and the top 8 marks will be recorded.

Late submission/late pass:

Students will have one 'late pass' on reading notes. This means you can hand in notes the following week ONCE. After this, no late reading notes will be accepted.

Essay – DUE 17 November 2020

Details will be provided on UM Learn and discussed in class. Essays are due in the UM Learn drop box by 11:59 pm on 17 November. Students registered in HIST 4000 and those registered in HIST 7772 will have distinct requirements for the essay.

'Pecha Kucha' – DUE in class, 1 or 8 December 2020

A Pecha Kucha is a presentation style including 20 slides, each shown for 20 seconds each (total time of 6 minutes and 40 seconds). Each student will pick a topic based on one of the topics and course material and will prepare a research-based fast-paced presentation. Details will be posted on UM Learn and discussed in class. Students registered in HIST 4000 and those registered in HIST 7772 will have distinct requirements for the pecha kucha research.

Take-home Final Exam (HIST 7772 students only)

HIST4000/7772

Canada's Left: National and International Perspectives T02 –CRN:19878  
Syllabus attachments

Academic Integrity

University policy on academic integrity will be enforced. Students should acquaint themselves with the University's policy on plagiarism, cheating, and other forms of academic dishonesty in the General Academic Regulations in the online Academic Calendar and Catalogue and the Faculty of Arts regulation

[http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) )

which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program 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 or to other experts for authentication. 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 the Faculty. For more serious acts of academic dishonesty on a test or examination, such as 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 or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Student Resources

\*Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <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, etc., TBA.

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 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 twitter account @UMH\_Undergrad, our instagram account @UMHISA\_Undergrad, or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

#### Medical Note Waiver

Students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make



arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses.

Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;

Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);

Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and

Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.