This course is about the Canadian left in the 20th century — with a specific focus on the years from 1958 to 1985. It is divided into three parts. In the first, we look the pre-1950s background of leftism and Canadian leftism in general. In the second part, we go into the various facets of the left as it changed from 1958 to 1985 – movements of anti-war activists, Québécois, racialized and sexual minorities, communitarians, and women – paying special attention to the attempts by the organizations of the previous left to understand and channel the new movements all around them. And in the third, we briefly ponder the legacy of this ‘New Left’ for movements for democracy and social justice.

This course will rely on short (about 30-minute) introductory audio-visuals or brief introductions from the instructor, followed by student-led discussions of the assigned materials. A heavy emphasis will be placed on the participation of students. Regular attendance at seminars is required; more than two uncertified absences will negatively affect your grade.

This course adopts a project-centred approach. In the first month, you should define a historiographical project that you would like to pursue throughout the term. In the first week of February, you should visit with me and discuss the project, so I can provide you with some guidance as to sources and methods.
The McMaster Rule is 3500 pages of reading per term-long seminar (with the proviso that PhD candidates are expected to read 50% more than that). As the course proceeds, I shall suggest ways in which the reading load of about 290 pages per session can be tailored to your specific interests. In general, the presenter is expected to have mastered the assigned readings; other participants will be offered ways they can triage them.

On the day before each sitting of the seminar — i.e., by Monday noon — you are expected to circulate to the class (via e-mail) two “interpretive questions” that arise in your mind after you have completed the week’s readings. These will then be printed out and used as the basis of our class discussion. The student presenter(s) at each session will be expected to circulate five such questions, and use them as the basis for the student-led class discussion.

**Marking Scheme and Assignments:**

*Seminar Questions and Contribution to the Course — 30%*
All students are required to have completed the readings each week and to have circulated to the class e-mail list at least two questions addressing the themes developed in the texts. One student per class session is responsible for opening the discussion with a short (c.15 mins) presentation, concluding with five core questions (the presentation and questions should be reviewed ahead of time with the instructor).

*Book Review — due 22 January 5%*

The books for review in 2019 are:


Your review should do three things: outline the core themes of the book, present the book in its general scholarly context, and assess the book’s actual or potential contribution to the field of Canadian history. It should be about 10 double-spaced pages long. Consult with me ahead of
time if you hope to match a particular book to your own research interests.

**Paper Proposal** — due 5 February 2018 15%
Most papers in History 775 will focus on a key theoretical or conceptual issue and focus on secondary literature, but in some cases students may work on papers based on primary research, as long as they first obtain the consent of the instructor. This proposal should contain a bibliography of about 10 secondary works – books, articles, and book reviews in respected academic sources -- related to the core problem explored in the paper.

**Major Paper** — due 2 April 2018 50%
This final essay (of no more than 20 typed double-spaced pages; 30 in the case of PhD students) is the major written work required during the term. Highlighting a problem raised in the literature, it is to be an original piece of scholarship, focused on an aspect of history of the left in twentieth-century Canada.
The mark break-down for doctoral students is the same as the above, except that the participation grade for doctoral students also comprises an end-of-term take-home examination (worth 10% of the overall total).

**Books**
The McMaster Rule is 3500 pages of reading per term-long seminar (with the proviso that PhD candidates are expected to read 50% more than that). As the course proceeds, I shall suggest ways in which the reading load of about 290 pages per session can be tailored to your specific interests. In general, the presenter is expected to have mastered the assigned readings; other participants will be offered ways they can triage them.

I have only ordered in books we will be using for more than one or two chapters or which are candidates for your first paper. All other titles will be available on reserve or pre-circulated before our seminars.

**Formalities**
Participation in weekly seminars is mandatory. Students who unavoidably miss a seminar will have to see me in order to arrange for additional written work to make up the readings they have not done. In addition, as noted above, each student will be required to lead at least
one seminar discussion, which will involve a 15-minute presentation of the central themes and questions prompted by the readings and the pre-circulation of five “leading questions.” Students are strongly advised to retain a physical copy of any written work submitted for a part of their mark. Assignments may be submitted electronically, but responsibility for making sure a given essay has been received by the instructor resides with the student. A penalty of 5% per working day is assessed on all late essays. Academic dishonesty consists of misrepresenting 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, and/or suspension or expulsion from the university. If you are in doubt about the rules governing plagiarism – and in an internet age, they are not always as clear as one might wish – consult with the instructor. You are also responsible for familiarizing yourself with McMaster’s rules on Academic Integrity, http://www.mcmaster.ca/academicintegrity/.

Faculty of Humanities Policy on Student E-mail communications with Instructors:
“It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.”
General Outline of the Syllabus

1. Defining the Left
2. The Communists and Social Democrats
3. Cold War, Decolonization, and Human Rights
4. Peace Now!
5. 1968 and All That
6. The Rise of the New Left: Canadian Patterns
7. The Liberation of Indigenous Peoples
8. The Liberation of Women
9. Sexual Liberation
10. Radical Democracy and the Turn to Community
11. New Left Lessons for the Next Left
Detailed Syllabus

8 January 2019
1. Introducing the Left


16 January 2019
2. The Communists and Social Democrats


J.F. Conway, *The Prairie Populist: George Hara Williams and the Untold Story of the CCF* (Regina: University of Regina Press, 2018), Prologue, Chapters Six to Eight, and Afterword.


23 January 2019
3. Cold War, Decolonization, and Human Rights


5 February 2019
4. Peace Now!


12 February 2019
5. 1968 and all that


---

25 February 2019
Interviews On Your Papers

26 February 2019
6. The Rise of the New Left: Canadian Patterns


---

5 March 2019
7. The Liberation of Blacks and Indigenous Peoples


12 March 2019
8. The Liberation of Women


Meg Luxton, “Feminism as a Class Act: Working-Class Feminism and the Women’s Movement in Canada,” Labour/Le Travail 59 (Spring 2007), 179-97.


19 March 2019
9. Sexual Liberation

Tim McCaskell, Queer Progress: From Homophobia to Homonationalism (Toronto: BTL, 2016), Chapters One, Two, Three.


26 March 2019
10. Radical Democracy and the Turn to Community


2 April 2019
11. New Left Lessons for the Next Left
