



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of History
HIST 113
Canadian Business History: Innovators and Entrepreneurs
Fall 2018
Tues/Thurs 11:30-12:50, SJ2 1002

Instructor and T.A. Information

Instructor: Dr. Catherine Briggs

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Office Phone: 519-888-4567 Ext. 37018

Office Hours: Tues 1:30-2:20 and by appointment

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Correspondence/Contact with the Instructor: It is best to contact me through the uwaterloo email address noted above for all questions and enquiries, or come to my office hours for longer questions or conversations. Please include your first and last name and the course code in the subject line of all emails and utilize a salutation and closing to open and close all emails.

Course Description

This course examines major business enterprises as well as the people or families involved, from the beginnings of Canadian business in the late 1500s to the modern day. The course moves chronologically, beginning with the exploitation of fish and furs, to modern day business interests such as oil and telecommunications. The focus of the course is on specific industries, the entrepreneurs behind them, the role of the state in the development of business, as well as the impact of business on the development of Canada over the course of its history.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Students will acquire a broad understanding of the various factors and the businesspeople that have shaped the development of business and Canada's economy.
 - Lectures, readings and assignments will examine the careers of significant businesspeople as well as major themes and topics in business history.
 - Students will analyze and write an essay on the reasons for business success or failure of one prominent Canadian business person.
- B. Students will also be introduced to some of the major debates and methodological issues in the study of business history.
 - Students will analyze and utilize scholarly articles and reputable magazines to examine the above.

Optional Text

- Kenneth Norrie, Douglas Owsram, & J.C. Herbert Emery, *A History of the Canadian Economy*, 4th edition (Nelson Canada, 2008).
- Graham D. Taylor, *The Rise of Canadian Business* (Oxford Canada, 2009).
- J. Andrew Ross & Andrew D. Smith, eds., *Canada's Entrepreneurs. From the Fur Trade to the 1929 Stock Market Crash* (University of Toronto Press, 2011).

These textbooks are not required but are detailed and fairly comprehensive studies of many of the major themes, issues and businesspeople covered in the lectures. Thus, they could be used to compliment the lectures and to provide additional instruction.

Readings Available on LEARN

- There are sixteen articles that are required reading for this course. The complete citation for each article and the date/week for which it is assigned is listed below in the Lecture/Reading Schedule. All of the articles are from scholarly journals and publications that are available through the university library system. All of the articles will be placed on Course Reserves (Go to the library's home page and click on 'Course Reserves').

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Article Analysis	October 2	20%
Mid-Term Test	October 25	20%
Entrepreneur Essay	November 15	30%
Final Exam	TBA	30%
Total		100%

Notes on all Class Assessments:

Grammar/Writing Style:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot get a good grade if your paper is difficult to read and understand. Clear and effective writing style and grammar as well as effective organization is needed to show the logic of your ideas and arguments for all assignments.

Citations:

Citations to sources of information are required as in all academic writing and presentations. Students can use any accepted style of citations (Chicago, MLA, APA) as long as citations are used consistently and correctly. Please use appropriate form and style. Citations have four purposes. They indicate the source of "quotations", acknowledge the interpretations and ideas of others, provide authority for facts which might be challenged or result from the research of others, and point to other sources or interpretations of the same topic.

Assistance with Writing – The Writing and Communication Centre:

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft,

and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Article Analysis

To complete this assignment, choose one of the following articles (both articles are assigned readings for this course (see Course Outline below) and are available through course reserves):

- a) Dale Miquelon, "Havy and Lefebvre of Quebec: A Case Study of Metropolitan Participation in Canadian Trade, 1730-1760", *Canadian Historical Review* 1975 56, 1: 1-24.
- b) Mike Wagner, "Asleep by a Frozen Sea or a Financial Innovator? The HBC, 1714-63", *Canadian Journal of History* 2014 49, 2: 179-202.

For the article analysis, the student is required to read and summarize a scholarly article from the course readings and explain the relevance of the article's content to the study of business history. The purpose of the assignment is to have the student discern (and thus summarize) the main issue/question under investigation, the thesis (main argument) of the author, and the main points of argument used to support the thesis and then explain how the article contributes to the analysis (and understanding) of the topics covered in the course and lecture for which it was assigned.

The assigned articles examine a major issue, topic or person in business history. The assignment has two parts.

First, the assignment must begin with a one-page summary of the article. The summary must outline: 1) the major issue/debate in business history which the article addresses; 2) the thesis of the article; and 3) the main points/ideas the author uses to defend his/her thesis.

The second part of the assignment is a two-page analysis/discussion of how the article relates or adds insight in to the business history topic under examination. Students should ask themselves "how does this article add additional information or interpretation to compliment, or perhaps contradict, the information being presented in class/lectures?" In order to do so, students should examine one or more of the following questions:

- 1) Is the author offering a new/different interpretation of the issue than presented in other course materials or in the lectures? (for example, by examining different evidence or by using a different method of examining the issue).
- 2) Does the author offer new ideas, points of information, or interpretations that compliment or contradict the material being presented in class?
- 3) How does the article further develop your understanding of the main topic or businessperson under

study?

The assignment must be a total of 3 pages in length, double-spaced with a standard character size and font. Students are not to exceed the 3 page length. The purpose of the assignment is twofold: first, to have the student recognize and understand the argument of a scholarly article and to assess the content within the larger course themes and issues; secondly, the assignment is a writing exercise which requires students to be both concise but also comprehensive.

Entrepreneur Essay

For the second assignment, students are to choose one of the entrepreneurs listed below and examine their business career as well as the reasons for their success or failure in Canadian business history. The purpose of the assignment is to give a brief overview of the business life of the person followed by an analysis of why the person was able to succeed (or not) in establishing and/or managing their business in Canada.

Thus, the assignment has two parts: 1) Begin by identifying the person and give a brief biographical overview of their business career. This part should be approximately one paragraph and should constitute a small part of the overall assignment; 2) The majority of the paper should be devoted to examining the question of how or why this person succeeded (or not) in establishing/managing a business in Canada, despite the significant obstacles to entrepreneurship? There may be many factors to explain the success of an individual; in this case, focus on the most important reason, in your opinion, for the individual's success. This is an analytical assignment and, thus, it must be devoted to answering the above question, with a thesis and an argument.

The assignment must be 5 pages in length, double-spaced with a standard character size and font. Students are not to exceed the 5 page length. As with assignment one, good grammar and style are important to an effective presentation of your ideas and argument.

Students are required to use a minimum of three sources which must be from a reputable academic or journalistic source. To help you locate these you can use the library guide for this course: <http://subjectguides.uwaterloo.ca/hist113>. Or you can search for articles from academic journals and from Canadian periodicals (such as magazines) databases available [via the Library's home page search box]. Some examples include the Canadian Periodical Index, Scholar's Portal, America: History and Life. An excellent source to begin with is the Dictionary of Canadian Biography, an on-line collection of biographical articles on Canadians (written and refereed by Scholars). The DCB covers all the people listed below who died before 1930, and thus, will not include biographies on more contemporary business people. Another good scholarly source from which to begin is the Canadian Encyclopedia, also available on-line. Reputable magazines, such as Canadian Business, can be used, as well as encyclopedias. While you can use Wikipedia, it does not count as one of the three sources, given that it does not have "quality control". Note that proper citations must be included in your assignment.

To complete the assignment, choose one of the following:

Ellen (Nellie) Cashman 1845-1925

John Kinder Labatt 1803-1866

William Wallace Gibson 1876-1965

Pierre Peladeau 1925-1997

James McGill 1744-1813

Joseph Flavelle 1858-1939

Mid-term Test and Final Exam

University policy regarding missed tests/exams is applicable for both the mid-term and final exams in this course. The policy guidelines can be found in complete detail at <https://uwaterloo.ca/registrar/final-examinations>. Note that appropriate documentation is required if a student does not write an exam. If the exam is missed due to acceptable reasons (according to university policy), an alternate exam time will be arranged by the instructor for the student to write the exam at a mutually convenient time.

For Fall 2018, the established examination period is December 6-21, 2018. The schedule will be available in October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>)

Course Outline / Class Schedule

Note: The Fall Study Break is October 9-10.

Week	Date	Topic	Readings Due
1	Sept 6, 11	Introduction to the Course European Exploitation of the Fisheries of North America: John Guy and the Newfoundland Co. ; David Kirke	Pringle, Heather. 'Cabot, cod and the colonists'. Canadian Geographic 117(4), July August 1997: 30-39.
2	Sept 13, 18	The Fur Trade 1600-1760: Pierre Dugua de Monts and Charles Aubert de la Chesnaye. Business in the French Colony of New France to 1760: Louis Frontenac and Francois Havy.	J.F. Boshier, "Success and Failure in Trade in New France 1660-1760," French Historical Studies 1988 15 (3): 444-461. Dale Miquelon, "Havy and Lefebvre of Quebec: A Case Study of Metropolitan Participation in Canadian Trade, 1730-1760", Canadian Historical Review 1975 56, 1: 1-24.
3	Sept 20, 25	Montreal Based Fur Trade vs The HBC: Alexander Mackenzie and George Simpson. Merchants and the Commercial Trade of Resources – The Maritime Colonies, 1760-1860: Samuel Cunard.	Mike Wagner, "Asleep by a Frozen Sea or a Financial Innovator? The HBC, 1714-63", Canadian Journal of History 2014 49, 2: 179-202. Julian Gwyn, "Shipping to the Caribbean in the 1820s-1840s: William Roche, Halifax Merchant," Northern Mariner 2013 23, 2: 99-122.

Week	Date	Topic	Readings Due
4	Sept 27, Oct 2	<p>Merchants and the Commercial Trade of Resources – QC and ON, 1760-1860: George Allsopp, Robert Hamilton, John Molson and Philemon Wright.</p> <p>Early Industrialization in the Colonies, 1840s-1880s: William Gooderham, John Redpath, Hart Almerrin Massey.</p>	<p>Sean W. Gouglas, "A Currant Affair: E.D. Smith and Agricultural Change in Nineteenth-Century Saltfleet Township, Ontario", <i>Agricultural History</i> 2001 75, 4: 438-466.</p> <p>Joseph E. Martin, "Titans", <i>Canada's History</i> 2017 97, 5: 47-53.</p>
5	Oct 4, 11	<p>Furthering Industrial Growth – Railwaymen, Financiers and Government: Sir Hugh Allan, Cornelius Van Horne, Edward Seaborne Clouston and Enos Collins.</p>	<p>Andrew Smith, "Continental Divide: The Canadian Banking and Currency Laws of 1871 in the Mirror of the US," <i>Enterprise and Society</i> 2012 13 (3): 455-503.</p>
6	Oct 16, 18	<p>Business Expansion and Growth, 1880-1930 – Industrial Revolution Continues and New Frontiers in the North and the West: William Mackenzie, Adam Beck, William Edward Cochrane, Noah Timmins, and Alfred Dubuc.</p>	<p>Jeremy Mouat, "Creating a New Staple: Capital, Technology, and Monopoly in B.C.'s Resource Sector, 1901-25," <i>Journal of the Canadian Historical Association</i> 1990 1:215-237.</p>
7	Oct 23, 25	<p>Rise of Big Business: Timothy Eaton, John Fitzwilliam Stairs and Gordon McGregor.</p> <p>Mid-term Test (October 25)</p>	<p>Matthew Bellamy, "John Labatt Blows in and out of the Windy City: A Case Study in Entrepreneurship and Business Failure," <i>Canadian Historical Review</i> 2014 94, 1: 30-53.</p> <p>Dimitry Anastakis, "From Independence to Integration: The Corporate Evolution of the Ford Motor Company of Canada, 1904-2004," <i>Business History Review</i> 2004 78 (2): 213-253.</p>
8	Oct 30, Nov 1	<p>Small Business and Government Responses to the Growth of Big Business: Edward Alexander Partridge and Alphonse Desjardins.</p> <p>The Business of War – Canadian Business during WWI and WWII: Joseph Flavelle,</p>	<p>Graham Broad, "'Not Competent to Produce Tanks': The Ram and Tank Production in Canada, 1939-45", <i>Canadian Military History</i> 2002 11, 1: 24-36.</p>

Week	Date	Topic	Readings Due
		John Inglis Co., Canadian Associated Aircraft and Polymer Corp.	
9	Nov 6, 8	Opportunity and Challenges for Business in the Postwar Boom. a) The Military-Industrial Complex and US Demand: Eldorado Mining and Atomic Energy Canada Ltdl, Iron Ore Co., and Canadair. b) The Consumer Society: E.P. Taylor, Frank Sobey, Samuel Bronfman and Tim Horton.	Lawrence Aronsen, "A Leading Arsenal of Democracy: American Rearmament and the Continental Integration of the Canadian Aircraft Industry, 1948-1953," <i>International History Review</i> 1991 13 (3): 481-501. A. Victoria Bloomfield, "Tim Hortons: Growth of a Canadian Coffee and Doughnut Chain", <i>Journal of Cultural Geography</i> 1993 14, 2: 1-16.
10	Nov 13, 15	Regional Developments in Business – The West and QC: Bob Blair, H.R. Macmillan, Armand Bombardier and Antoine Turmel.	Gordon Jarenko, "Turner Valley", <i>Alberta History</i> 2014 62, 2: 8-15.
11	Nov 20, 22	Regional Developments in Business – The Maritimes: K.C. Irving, Wallace and Harrison McCain, Fishery Products Ltd.	Miriam Wright, "Frozen Fish Companies, the State, and Fisheries Development in Newfoundland 1940-66," <i>Business and Economic History</i> 1997 26 (2): 727-737.
12	Nov 27, 29	Moving into the 1980s and Present: Ted Rogers, Mike Lazaridis and Martha Billes.	No readings.

Late Work

Assignments are to be handed in, on the due date, either during the class time or by 12:50 p.m. to the Professor's essay drop box (drop box is in Hagey Hall across from HH110). Electronic submissions, through email attachment, will not be graded. Please keep a copy of all assignments.

Students can send a copy of their assignment by email in order to date/time stamp it, but a paper copy is still required for grading.

Late Policy: Due dates for assignments are included in the course outline. Late papers will be penalized by 5% per day, for the first four days following the due date. After the four days the late penalty is 2% per day. Late assignments must be submitted by the day on which the assignment is returned to the class (approximately two weeks following submission date). After this date, incomplete assignments will receive a grade of 0%.

Extensions (without late penalty) will normally be granted only to students faced with extenuating circumstances (ie. illness) and may require documentation. Requests for extensions must be made to

the Professor before the due date.

Electronic Device Policy

Students are welcome to utilize electronic devices in class that are used for the purpose of learning and participation in the course. However, students are asked not to engage in activities that are not course related when using electronic devices in class.

Attendance Policy

Attendance is not graded for the lecture. However, attendance at every lecture is highly recommended to achieve a successful outcome in the course.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information