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# HTST 450

## History of Social Policy in Canada

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University of Calgary

Faculty of Arts

Winter 2018

T/TR 9:30 – 10:45

SS 541

Instructor: Dr. N. Janovicek

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Office: SS 612

Office Hours: Tuesday 1:00 – 3:00 & Thursday

11:00 – 12:00

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### Overview

This course examines the history of social policy in Canada. The course begins with Indigenous peoples before colonial rule and the colonial period, but emphasis is on the development of social policy and practice in the late nineteenth and the twentieth centuries. Key themes in the course are the relationship between citizens and governments, changing perceptions on the role of the state, grassroots demands for government intervention, and the relationship between private and government programs. The course will explore how indigeneity, gender, race, ethnicity and immigration status, sexuality, and class have shaped perceptions of who is entitled to and marginalized in charitable and social welfare programs.

### Required Texts

Alvin Finkel, *Social Policy and Practice in Canada: A History*. Waterloo: Wilfrid Laurier University Press, 2006.

Readings for discussion are listed in the Lecture Schedule.

### Evaluation

Blog Post	25%
Discussions	10%
Term Paper	35%
Final Exam	30%

### Assignments and Deadlines

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#### Discussions

There will be six discussions during the semester.

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#### February 15

Blog Post 1500 – 1800 words

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#### March 29

Term Paper (3,250 - 3,750 words plus Bibliography)

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**Final Examination to be determined by registrar.**

## **ASSIGNMENTS**

All assignments are to be double-spaced and written in Times New Roman 12-point font. All assignments will be uploaded to D2L by midnight of the due date.

I expect that your papers will have a clear thesis statement, be well-organized, and have a logical argument. If this is your first history class, then you should read the *The History Student's Handbook: A Short Guide to Writing History Essays*, which is available on the History Department Website at: <http://hist.ucalgary.ca/undergraduate>

Use footnotes or endnotes to reference your term papers and follow the format outlined in the *The History Student's Handbook* or refer to *The Chicago Manual of Style*, 17<sup>th</sup> Edition (This is available on-line at the Taylor Family Digital Library). Include a bibliography for papers.

Students must meet the minimum page requirements for each assignment, but should not exceed them either. It is as important to learn how to make an argument in a few pages as it is to sustain an argument in a longer paper.

There are many excellent databases for primary sources. You may search for your primary sources on-line. However, internet sources are usually not reliable scholarly sources – in other words, Wikipedia is not a scholarly source. All secondary sources must be from academic books or journals. Academic journals that are on-line are acceptable sources.

Deadlines are firm, but students who make arrangements with me in person at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 0.5 of the 4.00 grade point system per day.

## **CLASS DISCUSSIONS (10%)**

There will be six class discussions during the semester. Prepare for class discussions by taking notes on the assigned book chapters and articles. What is the thesis of the argument? What are the sources? Is the argument logical and supported by the evidence? How do these articles contribute to your understanding of the development of social policy in Canada? Be prepared to discuss the questions listed below in the Lecture and Discussion Schedule.

Your participation grade is cumulative. In other words, I expect consistent participation from all students during the discussions. Attendance is mandatory for the discussions. If you are not able to attend a discussion due to illness or another appropriate reason, you will submit a 2-page report for the discussion. Written reports cannot replace attendance and participation in the group discussions. I will only accept one written report in lieu of participation.

## **BLOG POST (25%)**

The purpose of this assignment is to think with history to make sense of the present. Students will write a 1500 – 1800 word blog post that uses the past to provide insight into a current issue in Canadian social policy. Posts on [Active History](#) will be the model for this assignment, so I encourage you to start reading the site regularly. The blog post will include notes, but does not need a bibliography. Students must consult with me before writing this assignment to ensure that the debate they choose is suitable for the course and that you will find adequate secondary literature to inform your argument. Your blog post should have footnotes, but does not need a bibliography.

## **TERM PAPER (35%)**

Students will write a 13-15-page (3,250 - 3,750 word + Bibliography) research essay that examines the development of public policy. A list of essay questions will be posted on D2L. Students who want to research a different topic must consult me. I expect students to use a minimum of 10 scholarly books and articles, as well as 2 primary sources for the term paper.

## **FINAL EXAM (30%) TO BE SCHEDULED BY THE REGISTRAR**

The final exam will be based on the lectures and assigned readings for the course. Students will answer two essay questions. I will distribute study questions during the last week of class. I expect each essay to include a clear thesis that is supported by evidence covered in the course (including the articles and book chapters).

## DEPARTMENTAL GRADING SYSTEM

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

## PLAGIARISM

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

## LECTURE AND DISCUSSION SCHEDULE

### Week 1 (January 9 & 11): Introduction and Indigenous Peoples

- Finkel, Introduction and chap. 1

#### Read for January 11 discussion

- *Truth and Reconciliation Commission of Canada, Truth and Reconciliation: Calls to Action* 2015. Available at: [http://nctr.ca/assets/reports/Calls\\_to\\_Action\\_English2.pdf](http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf)

Discussion Questions: How do the calls to action in the TRC incorporate Indigenous values, such as reciprocity and relationships? How do the calls to action conceptualize the relationship between Indigenous peoples and governments?

### Week 2 (January 16 & 18): Social Policy in Colonial Canada

- Finkel, chaps. 2 & 3

### Week 3 (January 23 - 25): Social Policy after Confederation

- Elsbeth Heaman, “The Whites are Wild about It”: Taxation and Racialization in Mid-Victorian British Columbia,” *The Journal of Policy History* 25, 3 (2013): 354 – 384.

### Week 4 (January 30 & Feb 1): Building Institutions

#### Read for February 1 discussion:

- Danielle Terbenche, “‘Curative’ and ‘Custodial’: Benefits of Patient Treatment at the Asylum for the Insane, Kingston, 1878-1906,” *Canadian Historical Review* 86, no. 1 (March 2005): 29-52.
- Ted McCoy, “The Unproductive Prisoner: Labour and Medicine in Canadian Penitentiaries, 1867 – 1900,” *Labor: Studies in Working-Class History of the Americas* 6:4 (2010): 95 – 112.

Discussion Questions: How did ideas about deserving and undeserving poor influence the treatment of people in asylums and prisons? Why was work important? What was the relationship between charities and government in the development of policies?

### Week 5 (February 6 and 8): Reform and Social Gospel

- James Opp, “Re-imagining the Moral Order of Urban Space: Religion and Photography in Winnipeg, 1900 – 1914,” *Journal of the Canadian Historical Association* 13, 1 (2002): 73 – 93.

### Week 6 (February 13 & 15): The Rise of Social Work

- Finkel, chap. 4

### Reading Week (February 18 & 25)

### Week 7 (February 27 and March 1): Engendering the State

#### Read for March 1 discussion:

- Karen Balcom, “Scandal and Social Policy:” The Ideal Maternity Home and the Evolution of Social Policy in Nova Scotia, 1940 – 1941,” *Acadiensis* 31, 2 (2002): 3 – 37.
- Lisa Pasolli, “I ask you, Mr. Michell, is the emergency over?”: Debating Day Nurseries in the Second World War,” *Canadian Historical Review* 96, 1 (2015): 1 – 31.

Discussion Questions: What was the relationship between government-run programs and private programs? What are the assumptions about motherhood and work that informed social policy? How did conceptions of the “deserving” poor change and how did gender shape these conceptions?

## **Week 8 (March 6 & 8): Expansion of Government Programs (WWI to the 1930s)**

- Finkel, chaps. 5 and 6

## **Week 9 (March 13 and 15): The Keynesian Welfare State**

Read for March 12 discussion:

- Shirley Tillotson, “The Family as Tax Dodge: Partnership, Individuality, and Gender in the Income Tax Act, 1942 to 1970,” *Canadian Historical Review* 90, 3 (2009): 391 – 425.
- Shirley Tillotson, “The Family as Tax Dodge, Again,” *Active History*, 21 September 2017 Available at: <http://activehistory.ca/2017/09/the-family-as-tax-dodge-again/>
- David Macdonald, *Splitting the Difference: Who Really Benefits from small business income splitting?* Canadian Centre for Policy Alternatives (September 2017). Available at: <https://www.policyalternatives.ca/publications/reports/splitting-difference>

Discussion questions: How has the idealized nuclear family shaped income tax policy? What have been the implicit assumptions about women’s work? How have they changed? How could the history of tax policy inform current debates?

## **Week 10 (March 20 & 22): The 1950s & 1960s**

- Finkel, chaps. 7, 8 & 9

## **Week 11 (March 27 & 29): The Rediscovery of Poverty**

- Finkel, chaps. 10 & 11

## **Week 12 (April 3 & 5): Mobilizing Citizen Participation**

Read for April 5 discussion:

- Hugh Shewell, “‘Bitterness behind Every Smiling Face’: Community Development and Canada's First Nations, 1954-1968,” *Canadian Historical Review* 83, 1 (March 2002): 1-15.
- Ruth Compton Brouwer, “When Missions Became Development: Ironies of ‘NGOization’ in Mainstream Canadian Churches in the 1960s,” *Canadian Historical Review* 91, 4 (December 2010): 661-693.

Discussion questions: How did the federal government attempt to change its relationship to Indigenous peoples in postwar Canada and how did Indigenous leaders respond to the new conceptualizations of citizenship? How did churches incorporate new ideas about citizenship into their mission and charity work? How did colonial relations shape these initiatives?

## **Week 13 (April 10 & 12): Restructuring the Social Welfare State & Queering the Family**

- Finkel, chaps. 12 & 13

Read for April 12 discussion:

- Steven Maynard, “To Forgive and Forget? Homonationalism, Hegemony, and History in the Gay Apology,” *Active History* 28 November 2017. Available at: <http://activehistory.ca/2017/11/to-forgive-and-forget-homonationalism-hegemony-and-history-in-the-gay-apology/>

Discussion Questions: How have LGBTQ2S activists challenged the nuclear family? Why has it been challenging to accommodate diverse family forms into social policy and programs?

## IMPORTANT DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

*Department Twitter @ucalgaryhist*

**ATTENTION TO HISTORY MAJORS: HISTORY 300 IS A REQUIRED COURSE FOR ALL HISTORY MAJORS. YOU SHOULD NORMALLY TAKE IT IN YOUR SECOND YEAR.**

### FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### WRITING:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### WRITING SUPPORT:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### COPYRIGHT:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### RED BOX POLICY:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

## **UNIVERSAL STUDENT RATINGS OF INSTRUCTION (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

## **ACADEMIC ACCOMMODATIONS (IMPLEMENTED JULY 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## **CAMPUS RESOURCES FOR MENTAL HEALTH:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

## **OTHER USEFUL INFORMATION:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>