

Canadian Intellectual History
HIST 593.2
Professor Kevin Anderson
Fall 2018

Location and Time: Tuesday, 2:00-4:45, SS639

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Office Hours: Tuesday, 12:30-1:45

Office Location: SS615

Course Description:

This course will examine the major themes within Canadian intellectual history, paying particular attention to English Canada and the various conceptions of Canadian identity. The course will discuss such concepts as the relationship of ideas to lived reality, English Canadian nationalism, the relationship between Christianity and identity, the role of liberalism, conservatism and socialism throughout Canadian history, various interpretations of federalism and regionalism and perceptions of French Canada. The course will not only focus on written works but on imagery. It will also allow the students to analyze both elite and popular manifestations of Canadian identity, from philosophical ruminations of identity to political cartoons across the various regions of Canada, in order to deconstruct the often-assumed divide between the ideas of "great men," popular culture and "marginal" or obscure ideologies. The course will be a combination of brief lectures, detailed in-class discussions based on designated readings and in-class course assignments.

Course Objectives:

I aim to encourage students to develop as researchers, communicators and writers, not just in the classroom but in their daily lives. I hope to challenge students to approach contemporary social categories, not just ideas, from a more historical and nuanced perspective, countering essentialism, which posits a fixed character to these categories and national cultures, and teleology, which projects a framework of inevitable progress from the past into the present. It is hoped that students will question, and continue to question outside of the class, easy assumptions about not only the role of ideas in Canada, what constitutes a "respectable" ideology, or the nature of Canadian identity, but also about the wider contemporary world.

Assessment:

All assignments are to be submitted in-class or in the Red Box in the History Department, Sixth Floor, Social Science Building. Alternative submissions (email) must be discussed with the instructor beforehand.

Participation, 35%: Participation will be evaluated on the basis of involvement in class discussion. Attendance is the prerequisite for a high participation grade, along with completing the assigned reading.

15% of participation will be based on students leading discussion on a week of their choosing for roughly 15-20 minutes (depending on how the discussion goes). Students will lead a discussion

of the readings, asking classmates discussion questions and providing their own analysis of the readings.

Carl Berger essay, 15%, 1200-1700 words (5-7 pages), due in class October 9th: Evaluate Carl Berger's argument in *Sense of Power* using at least **two** other scholarly secondary sources that also discuss the importance of Britishness to Canadian identity. How has his thesis held up to scrutiny since the original publishing of *Sense of Power*? What does this say about the changes in the field of Canadian intellectual history? What does this say about the developments in approaches to studying Canadian identity?

Research Essay, 3700-5000 words (15-20 pages), 35%, due in class November 27th: Students must use at least **four** primary sources and at least **eight** secondary sources. The topic must thematically connect to the major course theme of Canadian intellectual history, but otherwise students have the freedom to select any topic they wish. It must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic and primary sources. It must contain proper references and a bibliography.

Students are expected to come to office hours to discuss their potential topics with the instructor.

Take-home exam, 15%, provided to students in class on Tuesday, December 4th, must be returned by 11:59 pm on Friday, December 7th. Students will be required to write a short essay on **one** of a small selection of questions (roughly three) not revealed beforehand related to the course material studied throughout the semester. Formal references to course readings is an essential component of this assignment. Return through email.

Please make sure to provide references in your work. Students must use the Chicago Manual of Style, Notes and Bibliography system of citation. The link below provides examples for the most commonly cited types of material.

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12 point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Required Texts:

Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*, 2nd Edition (Toronto: University of Toronto Press, 2013).

Helpful Texts (optional):

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

The Chicago Manual of Style, Online

<https://www-chicagomanualofstyle-org.ezproxy.lib.ucalgary.ca/home.html>

Schedule of Readings and Topics:

Week One: Tuesday, September 11th

Introduction to Canadian Intellectual History: Theoretical Perspectives and Debates

Michael Gauvreau, "Beyond the Search for Intellectuals: On the Paucity of Paradigms in the Writing of Canadian Intellectual History," in eds., Friesen and Owrarn, *Thinkers and Dreamers*, 53-90.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=60&docID=3275977&tm=1535736777900>

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Also on reserve at TFDL

Ian McKay, "The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History," *Canadian Historical Review*, 81 (2000): 616-678.

<http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/224277369?accountid=9838>

Jeffrey L. McNairn, "In Hope and Fear: Intellectual History, Liberalism, and the Liberal Order Framework," in eds., Constant and Ducharme, *Liberalism and Hegemony*, 64-97.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=73&docID=3268455&tm=1535737014854>

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Also on reserve at TFDL

Week Two: Tuesday, September 18th

The Victorians

Doug Owrarn, "Progress, Science, and Religion: Exploring Victorian Thought in Canada," in eds., Friesen and Owrarn, *Thinkers and Dreamers*, 225-244.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=60&docID=3275977&tm=1535736777900>

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Also on reserve at TFDL

A.B. McKillop, *A Disciplined Intelligence: Critical Inquiry and Canadian Thought in the Victorian Era*, Chapters 1, 4.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/400651>

George Parkin, *Imperial Federation: The Problem of National Unity* (Excerpts).

[https://hdl.handle.net/2027/uc1.\\$b242993](https://hdl.handle.net/2027/uc1.$b242993)

<https://archive.org/details/imperialfederati00parkuoft>

Week Three: Tuesday, September 25th

Protestantism, Social Christianity and Reform

Ramsay Cook, *The Regenerators: Social Criticism in late Victorian English Canada*, Chapters 1-2.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4669836> **Also on reserve at TFDL**

***E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 85 pages*

Nancy Christie and Michael Gauvreau, *Full-Orbed Christianity*, Introduction, Chapter 3.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/400433>

Salem Bland, *The New Christianity: Or the Religion of the New Age* (Excerpts).

<http://www.gutenberg.org/files/41559/41559-h/41559-h.html>

https://archive.org/details/cihm_991733

Week Four: Tuesday, October 2nd

Visions of Paradise: Intellectuals and the West (and North)

R. Douglas Francis, “The Kingdom of God on the Prairies: J.S. Woodsworth’s Vision of the Prairie West as Promise Land,” in eds., Francis and Kitzan, *The Prairie West as Promised Land*, 225-242.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/415537>

Randi Warne, “Land of the Second Chance: Nellie McClung’s Vision of the Prairie West as Promised Land,” in eds., Francis and Kitzan, *The Prairie West as Promised Land*, 199-224.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/415537>

Charles Mair, “The New Canada: Its Natural Features and Climate” and “The New Canada: Its Resources and Productions,” *Canadian Monthly and National Review*, July-Aug, 1875.

<https://hdl.handle.net/2027/mdp.39015030944212?urlappend=%3Bseq=15>

<https://hdl.handle.net/2027/mdp.39015030944212?urlappend=%3Bseq=170>

Robert Grant Haliburton, *The Men of the North and their Place in History* (1869).

<https://hdl.handle.net/2027/aeu.ark:/13960/t75t48g90?urlappend=%3Bseq=5>

Week Five: Tuesday, October 9th

Canadian Identity: Nationalism as Imperialism, Imperialism as Nationalism? Or, Was Being Canadian and British the Same Thing?

Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*.

Carl Berger assignment due in class!!!

Week Six: Tuesday, October 16th

Canadian Political (?) Ideas, Case Study, First Wave Feminism: A Complicated Legacy

Janice Fiamengo, "Rediscovering Our Foremothers Again: The Racial Ideas of Canada's Early Feminists, 1885-1945," *Essays on Canadian Writing* 75 (2002): 85-118.

<http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=a54611a8-1f7d-4f1c-bd9b-da56e56917f6%40sessionmgr4010>

Mariana Valverde, "'When the Mother of the Race is Free': Race, Reproduction, and Sexuality in First-Wave Feminism." In *Gender Conflicts: New Essays in Women's History*, edited by Iacovetta and Valverde, 3-26. Toronto: University of Toronto Press, 1992.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/417487>

Joan Sangster, *One Hundred Years of Struggle*, Chapter 2.

PDF posted on D2L.

Carol Bacchi, *Liberation Deferred? The Ideas of English Canadian Suffragists, 1877-1918*, Chapter 3.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/421026>

Week Seven: Tuesday, October 23rd

Canadian Political Ideas, Case Study: Radicalism, Politics, Labour Reform

Linda Kealey, "Socialism and the Woman Question, 1900-1914," *Labour/le travail* 13 (1984): 77-100.

https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25140401?seq=1#metadata_info_tab_contents

Ian McKay, *Reasoning Otherwise: Leftists and the People's Enlightenment in Canada, 1890-1920*, Chapter 1.

PDF posted on D2L

Herbert Brown Ames, *The City Below the Hill: A Sociological Study of a Portion of the City of Montreal, Canada* (Excerpts).

<https://ia801406.us.archive.org/4/items/citybelowhillas00amesgoog/citybelowhillas00amesgoog.pdf>

The Regina Manifesto

<http://www.socialisthistory.ca/Docs/CCF/ReginaManifesto.htm>

Week Eight: Tuesday, October 30th

Eugenics, or the Intersections of Conservatism, Progressivism and Feminism

Angus McLaren, *Our Own Master Race: Eugenics in Canada, 1885-1945*, Chapters 1, 4-5.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4670146>

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Ericka Dyck, *Facing Eugenics: Reproduction, Sterilization and the Politics of Choice*, Chapters 2-3.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4673020>

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Emily Murphy, article series in *Vancouver Sun*, Aug.-Oct. 1932.

PDF posted on D2L

C.E. Silcox, "Sterilization," *Social Welfare*, Sept.-Dec., 1936.

PDF posted on D2L

Week Nine: Tuesday, November 6th

Canadian Political Ideas, Case Study: Social Credit, Radical or Conservative? From the Great Depression to Radical Anti-Semitism and Holocaust Denial

Clark Banack, *God's Province: Evangelical Christianity, Political Thought, and Conservatism in Alberta*, Chapter 4.

PDF posted on D2L

Bob Hesketh, *Major Douglas and Alberta Social Credit*, Chapter 1.

PDF posted on D2L

Janine Stingel, "Beyond the Purge: Reviewing the Social Credit Movement's Legacy of Intolerance," *Canadian Ethnic Studies* 31 (1999): 76-99.

<http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1293211804?accountid=9838>

Ernest Manning, "What is Social Credit?" *Business Quarterly* 18 (1953): 16-29.

<https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/224807382/FC7CDE6ABC084F16PQ/21?accountid=9838>

November 11th-17th, Remembrance Day and Reading Week, No Classes!!

Week Ten: Tuesday, November 20th

Wartime and Beyond: Mass Culture and its Discontents

Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970*, Introduction, chapter 2.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/418183>

Nancy Christie, “‘Look out for Leviathan’: The Search for a Conservative Modernist Consensus,” in eds., Christie and Gauvreau, *Cultures of Citizenship in Post-War Canada, 1940-1955*, 63-94.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=73&docID=3330627&tm=1535741511294>

Harold Innis, “Minerva's Owl” in Innis, *The Bias of Communication*, 3-33.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/428449>

Week Eleven: Tuesday, November 27th

Canadian Political Ideas, Case Study: Postwar Conservatism and its Implications Today

Kevin Anderson, “The Farthing Brothers and the Narrativization of a Conservative Canada,” *History of Intellectual Culture* 11 (2014-2016).

Provided by instructor

Donald Wright, *Donald Creighton: A Life in History*, Chapters 8-9.

On reserve at TFDL

W.L. Morton, “Canadian Conservatism, Now,” in ed., H.D. Forbes, *Canadian Political Thought*, 301-309.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/432046>

Donald Creighton, “Macdonald and the Anglo-Canadian Alliance,” in *Towards the Discovery of Canada*, 211-228.

PDF posted on D2L

Final essay due in class

Week Twelve: Tuesday, December 4th

Other Quiet Revolutions? Postwar English Canada, The 1960s and the Shifting Concept of “Canadian”

Stephen Azzi, “The Nationalist Moment in English Canada,” in eds., Gregory Kealey, Lara Campbell, and Dominique Clément, *Debating Dissent: Canada and the Sixties*, 213-228.

PDF posted on D2L

José E. Igartua, “‘Ready, Aye, Ready’ No More? Canada, Britain, and the Suez Crisis in the Canadian Press,” in ed., Buckner, *Canada and the End of Empire*, 47-65.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/404066>

C.P. Champion, “A Very British Coup: Canadianism, Quebec, and Ethnicity in the Flag Debate, 1964-1965,” *Journal of Canadian Studies* 40 (2006): 68-99.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=23644547&site=ehost-live>

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Department Twitter @ucalgaryhist

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. 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, 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 3rd 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.

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.

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 Value	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.

Percentage	Letter Grade	Grade Point Value	Description
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), 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*.

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). 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.

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.

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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, 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>

- Registration Changes and Exemption

Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

Fall 2018