

Fall term 2014
HIST 5255

Justice, Freedom, and the State in Twentieth Century Canada

TIME AND PLACE Thursdays 2:35 to 5:35 McCain 2198

COURSE DESCRIPTION

This class takes us through three projects of liberal democratic reform, arranged chronologically, beginning in the mid-to-late 19th century through to the present. Each project was distinguished by new strategies for making democracy work in liberal or non-liberal terms. We examine the ideal that drove each reform and the emergence of its failures and successes, strengths and limitations. Knowing this history will help you assess contemporary political events and institutions – internet petitions, the Rob Ford debates, Idle No More, contemporary election strategies (and scandals), gender and transgender politics, or whichever other political phenomena you might be interested in.

As a senior seminar, this course gives students with a strong background in History the chance to integrate knowledge they have acquired over their undergraduate education within the framework of big questions about the value of historical perspective and the relation of History to political philosophy and practice.

CONTACT INFORMATION

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Office hours: Tues 10-11 am, Wed 4 -5
Meetings at other times by appointment.
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COURSE READINGS

On line: There will be an e-reserve collection that will include the course readings that you share in common with the senior undergraduate seminar. We will arrange among ourselves how to share the copies of the readings that we do for the graduate-student-only portion of the class.

Note concerning Academic Accommodation Policy: Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation form.

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

ASSIGNMENTS

▶ **Commentary on readings: 25%**

Length: 1,200 to 1,500 words

Due: To be done in one of the weeks, Sept. 17 - Oct. 8. The purpose of this commentary is not to summarize the readings, though your commentary should demonstrate that you have accurately understood the arguments and other dimensions of the content of the assigned readings. The main purpose of the commentary is for you to bring out some of the implications of the assigned readings for the questions that are raised in the course description given, above, in this syllabus.

Revision option: While you will be expected to make your best possible effort on the first version of this that you submit, the mark on this essay will not be assigned until after class and after, if you wish, you have had a chance to discuss this essay with the instructor, and, if you wish, after you have revised the essay. The final due date, then, will be two weeks after the original, first draft, is submitted. If no further draft is submitted by that date, the draft submitted before the class will be marked.

▶ **Research essay: 45%**

Length: 5,000 to 8,000 words

Due Date: Proposal: no later than Oct. 25 (earlier would be better); essay due December 8. Please submit a written essay proposal after discussing some ideas with me early in the term. The essay for this class should be of a sort that might be appropriate for publication in a journal or as inclusion as a chapter in a graduate thesis. The former type of essay will most likely be based in some substantial measure on primary sources (archival or otherwise). The latter might be an historiographical essay: i.e., one that discusses in an analytical way the traditions, currents, and directions of development in one or several related scholarly historical literatures relevant to your thesis. (Good sample historiographical essays can be found in the journal *Acadiensis*.) For both options, the period and topic must be relevant to this class. Please feel free to discuss your work in progress with me.

▶ **Participation: 30%.** While attendance counts, it is rarely a problem for graduate students. If you have to miss a class or a meeting owing to illness, an alternate time can be arranged. This mark, therefore, is mainly assigned on the basis of quality of participation.

Here is some idea of what I will be looking for as I assess quality of participation:

- knowledge of the contents of the readings;
- in general, bringing out thematic/comparative points. In particular, drawing points of comparison among the readings and comparing/contextualizing of the assigned readings with historical or theoretical/philosophical content from beyond the assigned readings in ways that enhance understanding.
- attention to and understanding of other students' (and prof's) comments
- making one's own comments understood by other students. (This entails not only speaking clearly but communicating in such a way as to show that what you say is related to what other students have said.)
- and, generally, respectful and active intellectual engagement with other members of the seminar.

The set of readings that will be the focus of discussion in the last class will be chosen by the MA student(s); preparation for this class will form part of the basis for the participation mark. The student(s) will select the readings, arrange access to the readings, introduce the readings, and lead the discussion. If only one graduate student, she will come prepared to describe what her discussion strategy would be if she were leading a discussion of these readings.

VARIOUS QUASI-LEGAL BITS

Plagiarism:

All students in this class are to read and understand the policies on plagiarism and academic honesty as referenced in the Undergraduate Calendar at

http://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/POlICY%20on%20Intellectual%20Honesty.pdf

Ignorance of such policies is no excuse for violations. See also the Academic integrity statement attached to this syllabus and the description of plagiarism available at

http://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html

Bibliography and citation format:

Instructions on the required format and conventions can be found at

<http://www.dal.ca/faculty/arts/history/current-students/style-guide.html>, and in the sections that follow in that Style Guide.

Letter grade to number grade conversion scale:

You can find this at regulation 17.1 in the Undergraduate Calendar Academic Regulations:

http://www.dal.ca/academics/academic_calendars/Undergraduate_Calendar_2014_2015/Academic_Regulations.html

Late penalty:

While I am prepared to grant short extensions (up to a week) if asked in advance of an assignment's due date, I reserve the right to impose a late penalty of 2 per cent per day from the assignment's mark on merit if an assignment is submitted late (either in relation to the standard deadline or an extended one) without permission and without what I think is a good reason.

COURSE SCHEDULE

1. Sept. 4

Discussion: Democracy's history: how to write it and how to use it

2. Sept. 11

Recent worries about democracy

- A. Paul Pross, "To Have a Say, You Need a Voice" in *Group Politics and Public Policy*, second edition (1992). 48-83, 22-23, notes on 278-286
- Donald Savoie, Introduction and chapters 10 and 11 in *Power: Where Is It?* (2010). 3-18, 213-41, notes on 243-246, 277-241.
- (Warning: this essay begins with a graphic description of torture.) Charles Blattberg, "Ironic Tragedy of Human Rights" in *Patriotic Elaborations: Essays in Practical Philosophy* (2009). 43-59, notes on 266-270.

-- **discussion of student punditry exercises: what did you say in yours and why**

3. Sept 18

Electoral democracy – before universal suffrage

- Veronica Strong-Boag, "The Citizenship Debates: The 1885 Franchise Act" in *Contesting Canadian Citizenship: Historical Readings*, eds. Adamoski, Chunn, and Menzies
- E.A. Heaman, "Rights Talk and the Liberal Order," in *Liberalism and Hegemony: Debating the Canadian Liberal Revolution*, eds. Constant and Ducharme
- Brian Cuthbertson, *Johnny Bluenose at the Polls*, pages 1-10
 - **Primary source presentation(s)**

4. Sept 25

Electoral democracy – the people rule! (or do they?)

- Robert C. McMath, Jr. "Populism in Two Countries: Agrarian Protest in the Great Plains and Prairie Provinces," *Agricultural History* 69, 4 (1995), 516-46
- John English, *The Decline of Politics: the Conservatives and the Party System, 1901-20*. Toronto: University of Toronto Press, 1977. 3-7, 106-122, 222-229
- James Overton, "Economic Crisis and the End of Democracy: Politics in Newfoundland During the Great Depression" *Labour / Le Travail* 26 (1990), 85-124.
 - **Primary source presentation(s)**

5. Oct 2

Scientific democracy -- the case of economics

- Timothy Mitchell, "Economists and the Economy in the Twentieth Century," in George Steinmetz, ed., *The Politics of Method in the Human Sciences: Positivism and its Epistemological Others*. Duke University Press, 2005., 126-41.
- Doug O'ram, "Economic Thought in the 1930s: the Prelude to Keynesianism," *Canadian Historical Review* 66, 3 (1985), 344-77.
- Duncan McDowall, "The Arithmetic of Human Welfare" and "Beyond Widgets" in *The Sum of the Satisfactions*, pages 3-16, 247-74, and notes on 275-76 and 303-5.
 - **Primary source presentation(s)**

6. Oct. 9

Scientific democracy – science of the well-fed body

- Julie Guard, "The Politics of Milk: Canadian Housewives Organize in the 1930s," in *Edible Histories, Cultural Politics: Towards a Canadian Food History*. Eds. Franca Iacovetta, Valerie Korinek, and Marlene Epp. Toronto: University of Toronto Press, 2012. 271-85.
- Ian Mosby, "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952," *Histoire sociale / Social History*, 46, 91 (2013), 145-72.
- Ian Mosby, "Making and Breaking Canada's Food Rules: Science, the State, and the Government of Nutrition, 1942-1949," in *Edible Histories, Cultural Politics*, 409-32.
 - **Primary source presentation(s)**

7. Oct. 16

Scientific democracy – the science of political communication

- Daniel Robinson, Chapter three and conclusion. *The Measure of Democracy: polling, market research, and public life, 1930-1945*.
- Michael Adams, "Foreward," to Peter M. Butler, *Polling and Public Opinion: a Canadian Perspective*. Toronto: University of Toronto Press, 2007. ix – xv.
- Thierry Giasson, Alex Marland, and Jennifer Lees-Marshment, "Introduction to Political Marketing," in *Political Marketing in Canada*. Eds. Alex Marland, Thierry Giasson, and Jennifer Lees-Marshment. Vancouver, UBC Press, 2012. 3-21.

8. Oct 23

Scientific democracy – the science of "normal"

- Hugh Shewell, " 'What Makes the Indian Tick?' " The Influence of Social Sciences on Canada's Indian Policy," *Histoire sociale / Social History*, 34, 67 (2001), 133-67.
- Jill L. Grant and Marcus Paterson "Scientific Cloak / Romantic Heart: Gordon Stephenson and the Redevelopment Study of Halifax, 1957," *Town Planning Review* 83, 3 (2012), 319-36.
- Jana Grekul, Harvey Krahn, and David Odynak, "Sterilizing the 'Feeble-minded': -- Eugenics in Alberta, Canada, 1929-1972," *Journal of Historical Sociology*, 17, 4 (2004), 358-84.
 - **Primary source presentation(s)**

9. Oct 30

Rights democracy -- Human rights

- Sarah-Jane Mathieu, *North of the Color Line: Migration and Black Resistance in Canada, 1870-1955*. (2010). 185-217, notes on 244-47
- Ruth Frager and Carmela Patrias, "This is our country, these are our rights': Minorities and the Origins of Ontario's Human Rights Campaigns" *Canadian Historical Review* 82, 1 (2001), 1-35.
- Michael Behiels, "Canada and the Implementation of International Instruments of Human Rights: A Federalist Conundrum, 1919-1982," in *Framing Canadian Federalism*, eds. Dimitry Anastakis and P.E. Bryden, 151-84.
 - **Primary source presentation(s)**

10. Nov. 6

Rights democracy – aboriginal rights and human rights

- Christina Godlewska and Jeremy Webber, “The *Calder* Decision, Aboriginal Title, treaties, and the Nisga’a,” in Hamar Foster, Heather Raven, and Jeremy Webber, eds. *Let Right Be Done: Aboriginal Title, the Calder Case, and the Future of Indigenous Rights*. 2007. 1-33, notes on 246-261.
- John Borrows, “Let Obligations Be Done,” in *Let Right Be Done*, 201-15, notes on 290-97.

11. Nov. 13

Rights democracy – national rights and human rights

- José Igartua, *The Other Quiet Revolution*. 1-35, 193-22, and notes on 228-34 and 255-58
- William H. Katerberg, “The Irony of Identity: An Essay on Nativism, Liberal Democracy, and Parochial Identities in Canada and the United States” *American Quarterly* 47, 3 (1995), 493-524.

12. Wednesday Nov 19 at 1:00 – Readings for MA student(s) – TBA (readings chosen by Tillotson after consultation with MA student)

13. Wednesday Nov 26 at 1:00 – Readings for MA student(s) – TBA (readings chosen by MA student)

-- Final discussion, course evaluation

Academic Integrity

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. You are required as a student, and therefore as a member of the academic community at Dalhousie University, to adhere to the values of academic integrity and related policies.

What does academic integrity mean?

Academic integrity means being honest in the fulfillment of your academic responsibilities thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. “Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.” [[Intellectual Honesty section of University Calendar](#)]

How can you achieve academic integrity?

- make sure you understand [Dalhousie’s policies on academic integrity](#)
- give appropriate credit to the sources used in your assignment. Such sources may include written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
 - Use RefWorks to keep track of your research and edit and format bibliographies in the citation style required by the instructor - <http://www.library.dal.ca/How/RefWorks>
- do not download the work of another from the Internet and submit it as your own
- Unless you have specific permission from your instructor to do so, do not submit work that has been completed through collaboration or previously submitted for another assignment
- do not write an examination or test for someone else
- do not falsify data or lab results

[these examples should be considered only as a guide and not an exhaustive list]

What will happen if an allegation of an academic offence is made against you?

I am required to report a suspected offence. The full process is outlined in the [Discipline flow chart](#) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- The AIO decides whether to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive an INC (incomplete) grade until the matter is resolved
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment or failure of the course. All penalties are academic in nature.

Where can you turn for help?

- If you are ever unsure about ANYTHING, contact your instructor or the TA
- [Academic Integrity website](#)
 - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- [Writing Center](#)
 - Assistance with proofreading, writing styles, citations
- [Dalhousie Libraries](#)
 - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- [Dalhousie Student Advocacy Service](#)
 - Assists students with academic appeals and student discipline procedures.
- [Senate Office](#)
 - List of Academic Integrity Officers, discipline flow chart, Senate Discipline Committee