

**The University of Western Ontario  
Department of History  
Fall 2013**

**HISTORY 3227F  
POLITICAL PROTEST IN CANADIAN HISTORY**

**Instructor:** Professor Keith Fleming  
**Office:** Lawson Hall 2201  
**Office Hours:** Tuesdays, 2:30 - 4:30 p.m.  
**Telephone:** 661-2111, ext. 84964  
**E-mail:** [kfleming@uwo.ca](mailto:kfleming@uwo.ca)  
**Class times:** Tuesdays, 2:30 – 4:30 p.m.  
**Classroom:** Weldon Library 257

**COURSE DESCRIPTION:**

When Quebec university students and their supporters conducted mass street protests during May 2012 to protest a proposal by the provincial government to increase tuition fees, the result has been described as the largest act of civil disobedience in Canadian history. Civil disobedience is just one of many different expressions of political protest that have influenced Canadian history from the 1820s to the present. Protest is a normal part of the political process, and can originate within any sector or ideological group. In Canadian history, protest has been expressed as peaceful demonstrations, polite petitions, the creation of new political organizations and parties, violent strikes in the workplace, armed rebellion, and even acts of terrorism. Whereas studies of Canada's political history typically focus on the individuals and organizations – usually political parties – that wield power, in History 3227F we examine the opposite side of the power divide. Our focus is on the eclectic array of individuals and groups who expressed dissatisfaction with powerful elites whose values and aspirations were at odds with their own. Although many expressions of political protest have fizzled into historical oblivion, others resulted in new laws, social norms, or institutional forms. Some protest movements were assimilated by the political process, becoming new political parties such as the Co-operative Commonwealth Federation or the Bloc Populaire Canadien. Others have resulted in violence, such as the Upper and Lower Canadian rebellions of the 1830s, or the terrorist Front de Libération du Québec that emerged in the 1960s. Many protest movements in Canada have been spawned by economic grievances, such as those that motivated farmers and labourers to organize in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Still others, like the women's suffrage movement between the 1870s and 1940s, challenged a fundamental inequality. Political protest in Canada found new energy and direction during the 1960s in such forms as student, feminist, and native activism. Finally, much political protest has arisen as an expression of regional discontentment over Confederation, with Quebec and the West providing particularly instructive examples.

Each class will begin with a lecture describing the historical context of that session's topic, followed by a seminar discussion of the assigned readings for the week and a student primary source presentation.

**WRITTEN ASSIGNMENTS (Book Review and Essay):**

Each student will write a **scholarly book review** (7-8 typewritten pages in length) of Lara Campbell, Dominique Clément, and Gregory S. Kealey, eds., *Debating Dissent: Canada and the Sixties* (Toronto: University of Toronto Press, 2012). A detailed description of the book review

assignment will be distributed and discussed in class on **September 17<sup>th</sup>**.

A paper copy of the completed book review must be submitted **at the beginning of class on November 12<sup>th</sup>**. In addition, an identical electronic copy of the written assignment must be submitted by the due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **6503656**. The class name is **History3227F2013**. The enrollment password is **protest**. The assignment title is **book review**.

*Debating Dissent: Canada and the Sixties* will also be the topic of class discussion on November 12<sup>th</sup>.

Each student will write a **research essay** (13-15 typewritten pages in length) that expands upon the seminar's focus on individuals and organizations associated with political protest in Canadian history. Essay topics will be assigned by the instructor in consultation with each student, and must place the protest activities of the individual or the organization studied within the context of the principal social, economic, and political influences of the time. A detailed description of the essay assignment will be distributed and discussed in class on **September 17<sup>th</sup>**.

Students must submit a formal and brief (1-2 page typewritten) essay proposal no later than **Tuesday 15 October 2013**, and proposals must be approved by **Tuesday 22 October 2013**. Students who fail to meet either of these deadlines will not be permitted to submit an essay, and will receive a grade of "0" on the assignment. Approved essay topics cannot subsequently be changed without the instructor's prior consent.

A paper copy of the completed research essay must be submitted **in class** on **3 December 2013**. In addition, an identical electronic copy of the written assignment must be submitted by the due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **6503656**. The class name is **History3227F2013**. The enrollment password is **protest**. The assignment title is **essay**.

A **late penalty** of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against all written work submitted after the due date. Students must keep a duplicate of all written work until the final grade is received.

**Please note:** Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

[https://studentservices.uwo.ca/secure/medical\\_document.pdf](https://studentservices.uwo.ca/secure/medical_document.pdf) or be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students 2105

SSC.) Further details on this policy can be found at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

### **PRIMARY SOURCE PRESENTATION AND REPORT:**

Each student, in consultation with the instructor, will identify and present (approximately ten to fifteen minutes) to the seminar at **least three primary sources** that effectively demonstrate the principal protest themes of one of the weekly sessions and augment our understanding of the subject. The types of sources to be consulted could include, but are not limited to, government documents, speeches, newspaper articles, personal diaries, excerpts from novels, advertisements,

photographs and other illustrations, radio and television broadcasts. Presentations must not take longer than the ten to fifteen minutes allotted for them. The student's findings will be submitted in a formal report of approximately five pages in length due one week after the presentation. A detailed description of expectations and suggestions for completing the primary source presentation and report will be distributed and discussed in class on **September 17<sup>th</sup>**.

Two useful sources to be consulted as starting points for this assignment are Cornelius Jaenen and Cecilia Morgan, eds., *Material Memory: Documents in Pre-Confederation History* (Addison Wesley Longman, 1998) and Jeffrey Keshen and Suzanne Morton, *Material Memory: Documents in Post-Confederation History* (Addison Wesley Longman, 1998).

### **SEMINAR PARTICIPATION:**

Students are required to participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. All students will be assigned a participation grade on a 10-point scale following each seminar. Failure to attend a seminar will result in a score of "0" for that class. Merely attending a seminar without participating in the discussion will result in a score of "2" for that class. The assignment of a participation grade from "3" to "10" will be determined by the quality of the student's contributions to discussion during any given seminar.

### **EXAMINATION**

There will be a three-hour **final examination** during the December examination period covering all lectures, seminars, and required readings for the entire course.

### **COURSE READINGS:**

All course readings *not available on-line* are included in the *Custom Course Book* for History 3227F (available for purchase from the University Book Store) and are also available on 2-hour reserve at the D.B. Weldon Library.

### **COURSE GRADING:**

Book Review ( <b>due November 12<sup>th</sup></b> ) .....	15%
Research Essay Proposal ( <b>due October 15<sup>th</sup></b> ) .....	5%
Research Essay ( <b>due December 3rd</b> ) .....	25%
Primary Source Presentation and Report.....	10%
Seminar Participation.....	20%
Final Examination.....	25%

## **SYLLABUS**

### **Session One: Tuesday 10 September 2013**

#### **Introduction to History 3227F**

### **Session Two: Tuesday 17 September 2013**

**Topic #1: The Quebec Student Strike and Theoretical Perspectives on Canadian Political Protest**

**Topic #2: Essay, book review, and primary source presentation and report instructional session**

#### **Readings:**

Henry Giroux, "The Quebec Strike and the Politics of a New Social Awakening," in *Logos: A Journal of Modern Society and Culture*, Vol. 12, No. 1 (Winter 2013).

[http://logosjournal.com/2012/spring-summer\\_giroux/](http://logosjournal.com/2012/spring-summer_giroux/)

Nick Scott, "The Social Dynamics of Canadian Protest Participation," in Marie Hammond-

Callaghan and Matthew Hayday, eds., *Mobilizations, Protests and Engagements: Canadian Perspectives on Social Movements* (2008), pp. 35-61.

Katherine Fierlbeck, *Political Thought in Canada: An Intellectual History* (2006), pp. 101-116.

### **Session Three: Tuesday 24 September 2013**

#### **Topic: Popular protest and rebellion in pre-Confederation Canada**

#### **Readings:**

Allan Greer, *The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada* (1993), pp. 120-152.

Carol Wilton, *Popular Politics and Political Culture in Upper Canada, 1800-1850* (2000), pp. 168-193. <http://site.ebrary.com/lib/uwo/docDetail.action?docID=10132342>

Bryan Palmer, "The Hybrid Discourse of Dissent in Upper Canada in the 1830s," in Nancy Christie, ed. *Transatlantic Subjects: Ideas, Institutions, and Social Experience in Post-Revolutionary British North America* (2008), pp. 403-438.

Ian Radforth, "Political Demonstrations and Spectacles during the Rebellion Losses Controversy in Upper Canada," in *The Canadian Historical Review*, Vol. 92, No. 1 (March 2011), pp. 1-41. <http://www.metapress.com.proxy2.lib.uwo.ca/content/8544355674p92740/fulltext.pdf>

### **Session Four: Tuesday 1 October 2013**

#### **Topic: Radical pacifism and political revolt during the Great War**

#### **Readings:**

Thomas P. Socknat, *Witness Against War: Pacifism in Canada, 1900-1945* (1987), pp. 60-89.

Martin Francois Auger, "On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Quebec Easter Riots," in *The Canadian Historical Review*, Vol. 89, No. 4 (December 2008), pp. 503-540. <http://www.metapress.com.proxy2.lib.uwo.ca/content/e186092u52183n50/fulltext.pdf>

Benjamin Isitt, "Mutiny from Victoria to Vladivostok, December 1918," in *The Canadian Historical Review*, Vol. 87, No. 2 (June 2006), pp. 223-264. <http://www.metapress.com.proxy2.lib.uwo.ca/content/h1x40w1535233070/fulltext.pdf>

### **Session Five: Tuesday 8 October 2013**

#### **Topic: The origins of agrarian protest**

#### **Readings:**

W.L. Morton, "The Western Progressive Movement, 1919-1921," in Dan Azoulay, ed., *Canadian Political Parties: Historical Readings* (1999), pp. 174-188.

Terry Crowley, "J.J. Morrison and the Transition in Canadian Farm Movements during the Early Twentieth Century," in *Agricultural History*, Vol. 71, No. 3 (Summer, 1997), pp. 330-356. <http://www.jstor.org.proxy2.lib.uwo.ca/stable/pdfplus/3744317.pdf?acceptTC=true>

### **Session Six: Tuesday 15 October 2013**

#### **Topic: Political protest in the workplace**

**Readings:**

Stephen L. Endicott, *Raising the Workers' Flag: The Workers' Unity League of Canada, 1930-1936* (2012), pp. 3-12; 272-299.

Ian McKay, *Reasoning Otherwise: Leftists and the People's Enlightenment in Canada, 1890-1920* (2008), pp. 455-495.

Bryan D. Palmer, *Canada's 1960s: The Ironies of Identity in a Rebellious Era* (2009), pp. 211-241. (copy of reading distributed in class)

**Session Seven: Tuesday 22 October 2013****Topic: Intellectual protest and creating the co-operative commonwealth****Readings:**

Michiel Horn, *The League for Social Reconstruction: Intellectual Origins of the Democratic Left in Canada, 1930-1942* (1980), pp. 3-53.

Doug Owsam, *The Government Generation: Canadian Intellectuals and the State, 1900-1945* (1986), pp. 135-159.

**Session Eight: Tuesday 29 October 2013****Topic: Protesting from the fringes: Communists, Fascists, and the Ku Klux Klan****Readings:**

John Manley, "'Audacity, audacity, still more audacity': Tim Buck, the Party, and the People, 1932-1939," in *Labour/Le Travail*, Vol. 49 (Spring 2002), pp. 9-41.

<http://www.lltjournal.ca/index.php/llt/article/view/5252>

Martin Robin, *Shades of Right: Nativist and Fascist Politics in Canada, 1920-1940* (1992), pp. 1-27; 87-124.

**Session Nine: Tuesday 5 November 2013****Topic: Women's early voices of political dissent****Readings:**

Harry Gutkin and Mildred Gutkin, *Profiles in Dissent: The Shaping of Radical Thought in the Canadian West* (1997), pp. 213-250.

Meg Luxton, "Feminism as a Class Act: Working-Class Feminism and the Women's Movement in Canada," in *Labour/Le Travail*, Vol. 48 (Fall 2001), pp. 63-88.

<http://www.lltjournal.ca/index.php/llt/article/view/5239/6109>

**Session Ten: Tuesday 12 November 2013****Topic: The 1960s: a pivotal decade of political protest****Reading:**

Lara Campbell, Dominique Clément, and Gregory S. Kealey, eds., *Debating Dissent: Canada and the Sixties* (2012).

\*\*\*\*\***BOOK REVIEW DUE TODAY**\*\*\*\*\*

**Session Eleven: Tuesday 19 November 2013**

**Topic: Radical nationalism in Quebec: The Bloc Populaire Canadien and the Front de Libération du Québec**

**Readings:**

Michael D. Behiels, "The Bloc Populaire Canadien and the Origins of French-Canadian Neo-nationalism, 1942-8," in *The Canadian Historical Review*, Vol. 63, No. 4, 1982, pp. 487-512. <http://www.metapress.com.proxy2.lib.uwo.ca/content/w22164520567tmq4/fulltext.pdf>

Bryan D. Palmer, *Canada's 1960s: The Ironies of Identity in a Rebellious Era* (2009), pp. 311-365.

**Session Twelve: Tuesday 26 November 2013**

**Topic: Native protest in post-WWII Canada**

**Reading:**

Bryan D. Palmer, *Canada's 1960s: The Ironies of Identity in a Rebellious Era* (2009), pp. 367-411.

**Session Thirteen: Tuesday 3 December 2013**

**Topic: Flotsam and Jetsam**

**\*\*\*\*\*ESSAY DUE TODAY\*\*\*\*\***

**SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca

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