

The University of Western Ontario  
Department of History  
Winter 2018

**HISTORY 3226G**  
**CANADIAN POLITICAL LEADERSHIP**

**Instructor:** Professor Keith Fleming

**Office:** Lawson Hall 1208

**Office Hours:** Mondays 2:30 p.m. – 4:30 p.m. or by appointment

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**Class times:** Wednesdays, 6:30-8:30 p.m.

**Classroom:** STVH 3101

**COURSE DESCRIPTION:**

Political leadership in Canada is not exercised exclusively by elected officials. Non-elected bureaucrats, judges, interest groups, media representatives, and citizen activists can also be influential leaders by shaping public opinion at all levels of government. Yet the leaders in post-Confederation Canadian history who have been invested with the greatest decision-making authority are the prime ministers and provincial premiers. They are the focus of History 3226G. Specifically, the course considers the leadership styles and attributes of some of Canada's most noteworthy government leaders. Many of the prime ministers and provincial premiers to be studied were renowned for their leadership successes and innovations. The records of some of the others were far more controversial. Regardless, the careers of each of the political leaders we study will be treated as a unique combination of character and circumstance, pragmatism and principle. To that end, substantial attention is paid to the social, economic and political challenges and opportunities each leader faced while in government, and how collectively they altered our understanding of leadership as the nation evolved. The course begins with a consideration of theoretical perspectives for assessing political leadership in a country as ethnically diverse and regionally fragmented as Canada. It then highlights the careers of a select and highly diverse group of political leaders who played a central role in shaping Canada, for better or worse, between 1867 and 2015.

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 including the student primary resource presentation.

**WRITTEN ASSIGNMENTS:**

Each student will write a **scholarly book review** (7-8 typewritten pages in length) of Jennifer Ditchburn and Graham Fox, eds., *The Harper Factor: Assessing a Prime Minister's Policy Legacy* (Montreal & Kingston: McGill-Queen's University Press, 2016).

<http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks3/upress/2016-11-04/1/9780773548718#tabview=tab1>

A paper copy of the completed book review must be submitted **in class** on **April 11<sup>th</sup>**. In addition, an identical electronic copy of the written assignment must be submitted by the due date and time to turnitin via the course OWL website.

Each student will write a **research essay** (13-15 typewritten pages in length) on the leadership styles and attributes of an individual prime minister or premier. Essay topics will be assigned by the instructor in consultation with each student. Essays must place the leader's decision-making within the context of the principal social, economic, and political influences of the time.

Students must submit a formal and brief (1-2 page typewritten) essay proposal no later than **Wednesday 14 February 2018**, and proposals must be approved by **Wednesday 28 February 2018**. 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 **March 21<sup>st</sup>**. In addition, an identical electronic copy of the written assignment must be submitted by the due date and time to turnitin via the course OWL website.

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.

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

Each student, in consultation with the instructor, will identify and present (approximately ten minutes) to the seminar several primary sources that effectively demonstrate the principal themes of one of the weekly sessions. 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. The student's findings will be submitted in a formal report of approximately 5 pages in length due one week after the presentation. 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).

### **EXAMINATION**

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

### **PARTICIPATION:**

Students are required to participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. Sample discussion questions will be posted on the course OWL website before each class to assist students in preparing to participate meaningfully in the seminar. 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.

**COURSE READINGS:**

The course readings are available at the Western Libraries site for History 3226G:

<https://ares.lib.uwo.ca/ares/ares.dll?SessionID=H194638149X&Action=6&Type=60&Form=60&Value=47993>

A useful supplementary source for studying the history of Canada’s prime ministers is Michael Bliss, *Right Honourable Men: The Descent of Canadian Politics from Macdonald to Chrétien* (HarperCollins, 2004).

**COURSE GRADING:**

Book Review (due April 11 <sup>th</sup> ).....	15%
Research Essay Proposal (due February 14 <sup>th</sup> ) .....	5%
Research Essay (due March 21 <sup>st</sup> ).....	25%
Primary Source Presentation and Report .....	10%
Seminar Participation.....	20%
Final Examination.....	25%

**SYLLABUS**

**Session One: Wednesday 10 January 2018**

**Introduction to History 3226G**

**Session Two: Wednesday 17 January 2018**

**Topic: Contemporary Perspectives on Canadian Political Leadership**

**Readings:**

Jonathan Malloy, “Prime Ministers and their Parties in Canada,” in Paul Strangio, Paul ‘T Hart, and James Walter, eds., *Understanding Prime-Ministerial Performance: Comparative Perspectives* (Oxford University Press, 2013), pp. 151-171.

Stephen Azzi and Norman Hillmer, “Evaluating Prime-Ministerial Performance: The Canadian Experience,” in Paul Strangio, Paul ‘T Hart, and James Walter, eds., *Understanding Prime-Ministerial Performance: Comparative Perspectives* (Oxford University Press, 2013), pp. 242-263.

Stephen Azzi and Norman Hillmer, “Ranking Canada’s best and worst prime ministers” *Macleans*, October 7, 2016.

<http://www.macleans.ca/politics/ottawa/ranking-canadas-best-and-worst-prime-ministers/>

**Session Three: Wednesday 24 January 2018**

**Topic: Sir John A. Macdonald, 1867-1873; 1878-1891**

**Readings:**

J.K. Johnson and P.B. Waite, "Macdonald, Sir John A." *Dictionary of Canadian Biography*, Vol. XII (1891-1900).  
[http://www.biographi.ca/en/bio/macdonald\\_john\\_alexander\\_12E.html](http://www.biographi.ca/en/bio/macdonald_john_alexander_12E.html)

Michel Ducharme, "Macdonald and the Concept of Liberty," in Patrice Dutil and Roger Hall, eds., *Macdonald at 200: New Reflections and Legacies* (Dundurn, 2014), pp. 141-169.

J.R. Miller, "Macdonald as Minister of Indian Affairs: The Shaping of Canadian Indian Policy," in Patrice Dutil and Roger Hall, eds., *Macdonald at 200: New Reflections and Legacies* (Dundurn, 2014), pp. 311-340.

#### **Session Four: Wednesday 31 January 2018**

**Topic: to be determined**

#### **Session Five: Wednesday 7 February 2018**

**Topic #1: Sir Wilfrid Laurier, 1896-1911**

**Readings:**

Réal Bélanger, "Laurier, Sir Wilfrid," *Dictionary of Canadian Biography*, Vol. XIV (1911-1920). [http://www.biographi.ca/en/bio/laurier\\_wilfrid\\_14E.html](http://www.biographi.ca/en/bio/laurier_wilfrid_14E.html)

Jeffrey Simpson, "Sir Wilfrid Laurier: Grits on High" in *Spoils of Power: The Politics of Patronage* (Collins, 1988), pp. 98-122.

**Topic #2: Sir Robert Borden, 1911-1917**

**Readings:**

Robert Craig Brown, "Borden, Sir Robert Laird," *Dictionary of Canadian Biography*, Vol. XVI (1931-1940). [http://www.biographi.ca/en/bio/borden\\_robert\\_laird\\_16E.html](http://www.biographi.ca/en/bio/borden_robert_laird_16E.html)

John English, "Political Leadership in the First World War," in David MacKenzie, ed., *Canada and the First World War: Essays in Honour of Robert Craig Brown*, (2005), pp. 76-95.

#### **Session Six: Wednesday 14 February 2018**

**Topic: William Lyon Mackenzie King, 1921-1926; 1926-1930; 1935-1948**

**Readings:**

H. Blair Neatby, "King, William Lyon Mackenzie," *Dictionary of Canadian Biography*, Vol. XVII (1941-1950).

[http://www.biographi.ca/en/bio/king\\_william\\_lyon\\_mackenzie\\_17E.html](http://www.biographi.ca/en/bio/king_william_lyon_mackenzie_17E.html)

J.L. Granatstein, *Canada's War: The Politics of the Mackenzie King Government, 1939-1945* (1975), pp. 333-381.

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

#### **Session Seven: Wednesday 28 February 2018**

**Topic #1: Maurice Duplessis, 1936-1939, 1944-1959**

**Readings:**

Michel Sarra-Bournet, "Duplessis, Maurice Le Noblet," *Dictionary of Canadian Biography*, Vol. XVIII (1951-1960).

[http://www.biographi.ca/en/bio/duplessis\\_maurice\\_le\\_noblet\\_18E.html](http://www.biographi.ca/en/bio/duplessis_maurice_le_noblet_18E.html)

Susan Mann Trofimenkoff, *The Dream of Nation: A Social and Intellectual History of Quebec* (Gage, 1983), pp. 266-281.

[http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/1/400902](http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400902)

## **Topic #2: William Aberhart, 1935-1943**

### **Readings:**

David Elliott, "William Aberhart, 1935-1943," in Bradford J. Rennie, ed., *Alberta Premiers of the Twentieth Century* (Canadian Plains Research Center, 2004), pp. 125-146.

D.R. Elliott, "Antithetical Elements in William Aberhart's Theology and Political Ideology," in *The Canadian Historical Review* (Vol. 59, No. 1, 1978), pp. 38-58.

[https://journals-scholarsportal-info.proxy1.lib.uwo.ca/pdf/00083755/v59i0001/38\\_aeiwatapi.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/pdf/00083755/v59i0001/38_aeiwatapi.xml)

## **Session Eight: Wednesday 7 March 2018**

### **Topic #1: Joey Smallwood, 1949-1972**

#### **Readings:**

James K. Hiller, "Smallwood, Joseph Roberts [Joey] (1900-1991)," in *Oxford Dictionary of National Biography* (Oxford University Press, 2007).

<http://www.oxforddnb.com.proxy1.lib.uwo.ca/view/article/54662>

Sean T. Cadigan, *Newfoundland and Labrador: A History* (University of Toronto Press, 2009), pp. 235-259.

### **Topic #2: Tommy Douglas, 1944-1961**

#### **Reading:**

Thomas H. McLeod and Ian McLeod, "T.C. Douglas, 1944-1961," in Gordon L. Barnhart, ed., *Saskatchewan Premiers of the Twentieth Century* (Canadian Plains Research Centre, 2004), pp. 161-212.

## **Session Nine: Wednesday 14 March 2018**

### **Topic: John Diefenbaker, 1957-1963**

#### **Readings:**

Denis Smith, "Diefenbaker, John George," *Dictionary of Canadian Biography*, Vol. XX (1971-1980).

[http://www.biographi.ca/en/bio/diefenbaker\\_john\\_george\\_20E.html](http://www.biographi.ca/en/bio/diefenbaker_john_george_20E.html)

Bob Plamondon, *Blue Thunder: The Truth about the Conservatives from Macdonald to Harper* (Key Porter Books, 2009), pp. 213-264.

## **Session Ten: Wednesday 21 March 2018**

### **Topic: Pierre Trudeau, 1968-1979; 1980-1984**

**Readings:**

John English, "Trudeau, Pierre Elliott," *Dictionary of Canadian Biography*, Vol. XXII (1991-2000). [http://www.biographi.ca/en/bio/trudeau\\_pierre\\_elliott\\_22E.html](http://www.biographi.ca/en/bio/trudeau_pierre_elliott_22E.html)

Michael Bliss, "Guarding a Most Famous Stream: Trudeau and the Canadian Political Tradition," in Andrew Cohen and J.L. Granatstein, eds., *Trudeau's Shadow: The Life and Legacy of Pierre Elliott Trudeau* (Random House, 1998), pp. 11-19.

Andrew Cohen, "Trudeau's Canada: The Vision and the Visionary," in Andrew Cohen and J.L. Granatstein, eds., *Trudeau's Shadow: The Life and Legacy of Pierre Elliott Trudeau* (Random House, 1998), pp. 309-328.

Bob Plamondon, *The Truth About Trudeau* (Great River Media, 2013), pp. 329-344.

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

**Session Eleven: Wednesday 28 March 2018****Topic: René Lévesque, 1976-1985****Readings:**

Pierre Godin, "Lévesque, René," *Dictionary of Canadian Biography*, Vol. XXI (1981-1990). [http://www.biographi.ca/en/bio/levesque\\_rene\\_21E.html](http://www.biographi.ca/en/bio/levesque_rene_21E.html)

Graham Fraser, *PQ: René Lévesque and the Parti Québécois in Power* (1984), pp. 190-240.

[http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/1/400670#tabview=tab1](http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400670#tabview=tab1)

René Lévesque, "For an Independent Quebec," in Michael D. Behiels, ed., *Quebec Since 1945: Selected Readings* (1987), pp. 265-273.

**Session Twelve: Wednesday 4 April 2018****Topic: Brian Mulroney, 1984-1993****Reading:**

Bob Plamondon, *Blue Thunder: The Truth about the Conservatives from Macdonald to Harper* (Key Porter Books, 2009), pp. 315-349.

Michael Hart, "Free Trade and Brian Mulroney's Economic Legacy," in Raymond B. Blake, ed., *Transforming the Nation: Canada and Brian Mulroney* (McGill-Queen's University Press, 2007), pp. 61-79.

Ian Peach, "Building or Severing the Bonds of Nationhood?: The Uncertain Legacy of Constitution Making in the Mulroney Years," in Raymond B. Blake, ed., *Transforming the Nation: Canada and Brian Mulroney* (McGill-Queen's University Press, 2007), pp. 80-112.

**Session Thirteen: Wednesday 11 April 2018****Topic: Stephen Harper, 2006-2015**

**Reading:**

Jennifer Ditchburn and Graham Fox, eds., *The Harper Factor: Assessing a Prime Minister's Policy Legacy* (Montreal & Kingston: McGill-Queen's University Press, 2016).

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

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 UNIVERSITY OF  
WESTERN ONTARIO  
FACULTY OF SOCIAL  
SCIENCE  
PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. 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.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

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.

**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>

### **General Information**

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

### **TERM TESTS and MID-TERM EXAMS**

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.



2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

## **FINAL EXAMINATIONS**

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

## **LATE ASSIGNMENTS**

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

## **SHORT ABSENCES**

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

## **EXTENDED ABSENCES**

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors

can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

## **DOCUMENTATION**

- **Personal Illness:** If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used.  
<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
- **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.

**Note:** Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

## **ACADEMIC CONCERNS**

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.