

**The University of Western Ontario
Department of History
Fall 2017**

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

Instructor: Professor Keith Fleming
Office: Lawson Hall 1208
Office Hours: Thursdays, 1:30 - 3:30 p.m. or by appointment
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Class times: Tuesdays, 11:30 a.m. – 1:30 p.m.
Classroom: HSB 9

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 19th and early 20th 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, Michael Dawson, and Catherine Gidney, eds., *Worth Fighting For: Canada's Tradition of War Resistance from 1812 to the War on Terror* (Toronto: Between the Lines,

2015). A paper copy of the completed book review must be submitted **in class** on **Tuesday November 7th**. 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.

Worth Fighting For: Canada's Tradition of War Resistance from 1812 to the War on Terror will also be the topic of class discussion on November 7th.

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.

Students must submit a formal and brief (1-2 page typewritten) essay proposal no later than **Tuesday 17 October 2017**, and proposals must be approved by **Tuesday 24 October 2017**. 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 **Tuesday November 28th**. 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.

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 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. 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. 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.

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).

COURSE GRADING:

Book Review (due November 7 th)	15%
Research Essay Proposal (due October 17 th)	5%
Research Essay (due November 28 th)	25%
Primary Source Presentation and Report.....	10%
Seminar Participation.....	20%
Final Examination.....	25%

SYLLABUS

Session One: Tuesday 12 September 2017

Introduction to History 3227F

Session Two: Tuesday 19 September 2017

Topic: Defining Canadian political protest and dissent

Reading:

Roberta Lexier, “To Struggle Together or Fracture Apart: The Sixties Student Movements at English-Canadian Universities,” in Lara Campbell, Dominique Clément, and Gregory S. Kealey, eds., *Debating Dissent: Canada and the Sixties* (2012), pp. 81-94.

Session Three: Tuesday 26 September 2017

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://alpha.lib.uwo.ca/search/a?SEARCH=wilton%2C+carol&searchscope=20>

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.
<https://muse-jhu-edu.proxy1.lib.uwo.ca/issue/22245>

Session Four: Tuesday 3 October 2017

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.

Brock Millman, *Polarity, Patriotism, and Dissent in Great War Canada, 1914-1919* (2016), pp. 109-146.

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.

<https://muse-jhu-edu.proxy1.lib.uwo.ca/issue/13685>

Session Five: Tuesday 17 October 2017

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.

Darren Ferry, "'Severing the Connections in a Complex Community': The Grange, the Patrons of Industry, and the Construction/Contestation of a Late 19th-Century Agrarian Identity in Ontario," *Labour/Le Travail* (No. 54, Fall 2004), pp. 9-47.

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/pdf/25149504.pdf>

W.R. Young, "Conscription, Rural Depopulation, and the Farmers of Ontario, 1917-19," *The Canadian Historical Review*, Vol. 53, No. 3 (September 1972), pp. 289-320.

https://journals-scholarsportal-info.proxy1.lib.uwo.ca/pdf/00083755/v53i0003/289_crdatfoo1.xml

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.proxy1.lib.uwo.ca/stable/pdf/3744317.pdf>

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

Session Six: Tuesday 24 October 2017

Topic: Political protest in the workplace

Readings:

James Naylor, "Southern Ontario: Striking at the Ballot Box," in Craig Heron, ed., *The Workers' Revolt in Canada, 1917-1925* (1998), pp. 144-175

Tom Mitchell and James Naylor, "The Prairies: In the Eye of the Storm," in Craig Heron, ed., *The Workers' Revolt in Canada, 1917-1925* (1998), pp. 176-230.

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

Peter S. McInnis, "'Hothead Troubles': Sixties-Era Wildcat Strikes in Canada," in Lara Campbell, Dominique Clément, and Gregory S. Kealey, eds., *Debating Dissent: Canada and the Sixties* (2012), pp. 155-170.

Session Seven: Tuesday 31 October 2017

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 7 November 2017

Topic: discussion of Lara Campbell, Michael Dawson, and Catherine Gidney, eds., *Worth Fighting For: Canada's Tradition of War Resistance from 1812 to the War on Terror* (2015).

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

Session Nine: Tuesday 14 November 2017

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 Ten: Tuesday 21 November 2017

Topic: Women's early voices of political dissent

Readings:

Veronica Strong-Boag, "'Ever a Crusader': Nellie McClung, First-wave Feminist," in Veronica Strong-Boag and Anita Clair Fellman, eds., *Rethinking Canada: The Promise of Women's History*, 2nd edition (1991), pp. 308-321.

Gail Cuthbert Brandt et al., *Canadian Women: A History*, 3rd edition (2011), pp. 217-278.

Nancy Adamson, "Feminists, Libbers, Lefties, and Radicals: The Emergence of the Women's Liberation Movement," in Joy Parr, ed., *A Diversity of Women: Ontario, 1945-1980* (1995), pp. 252-280.

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 Eleven: Tuesday 28 November 2017

Topic: Radical nationalism in Quebec and the Front de Libération du Québec

Readings:

“Quebec: Revolution Now!,” in Bryan D. Palmer, *Canada’s 1960s: The Ironies of Identity in a Rebellious Era* (2009), pp. 311-365.

“The CSN, the FLQ, and the October Crisis,” in Sean Mills, *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal* (2010), pp. 163-186.

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

Session Twelve: Tuesday 5 December 2017

Topic: Native protest in post-WWII Canada

Reading:

“The ‘Discovery’ of the ‘Indian’,” in Bryan D. Palmer, *Canada’s 1960s: The Ironies of Identity in a Rebellious Era* (2009), pp. 367-411.

“Iconic First Nations Protests: A look back at some of the most prominent aboriginal protests in Canadian history”

<http://www.cbc.ca/news/canada/iconic-first-nations-protests-1.2125374>

LEARNING OUTCOMES:

Students will be able to

- Describe the various forms and expressions (events, concepts, and personalities) of political protest in Canadian history since the 1820s, and explain their broader cultural, social, economic and political significance
- provide accurate factual information about a wide range of people, groups, events, and documents discussed in the assigned readings and explain their significance
- strengthen skills of oral and written communication
- analyze secondary sources, including their sources, methods, arguments, strengths, limitations, potential implications and significance for the field
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, situating it within a historiographical context, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
- develop independently and express cogently knowledgeable and constructive critiques of colleagues’ in-class research presentations
- effectively integrate primary and secondary sources in class presentations and research essays
- apply academic knowledge to develop a detailed understanding of contemporary debates surrounding political protest in Canada

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
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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.

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Science, October, 1970. Revised after consultation
with Department of History, August 13, 1991

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.