



**The University of Western Ontario  
HISTORY 9277B**

**Themes in Canadian Intellectual History  
Winter 2019**

**Mondays, 11:30 a.m. - 1:30 p.m., LwH 2270C**

**Instructor: Professor Keith Fleming**

Office Hours: Thursdays, 10:30 a.m. – 12:30 p.m.

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**Course Description:**

This graduate seminar explores a wide range of themes in Canadian intellectual history spanning the mid-18<sup>th</sup> century to the late 20<sup>th</sup> century. As defined by Michel Ducharme, one of the authors whose books we will be reading in this course, intellectual history is “the history of ideas, prejudices, principles, values, concepts, and ideologies as they influence the lives of individuals and the development of societies.”

**Course Syllabus:**

The objective of the seminar is to provide a critical examination of the role that ideas, including but not limited to colonialism, liberty, democracy, nationalism, imperialism, liberalism, socialism, progressivism, conservatism, secularization, Americanization, internationalism, labourism, modernism, consumerism, and technology played in contextualizing and shaping Canada’s political, economic, social, and cultural development between the 18<sup>th</sup> and the 21<sup>st</sup> centuries.

Students are expected to attend and participate in every class. A participation grade will be assigned each student following each meeting of the seminar. In instances when absence from class is unavoidable, students are expected, when possible, to inform the instructor in advance of their pending absence.

All students are required to complete the weekly assigned reading (typically one monograph) and contribute to discussion of it during the weekly seminar. Each student will also lead the weekly seminar on two occasions. Preparation for and leadership of the two seminars will include reading and integrating into the discussion a second “supplementary” monograph as identified in the “Course Schedule and Readings.” One week following each of the two seminars they led, students will submit an eight to ten page (approximately 1800 to 2300 words) review/report in which they review the supplementary monograph, commenting specifically on its effectiveness as a contribution to intellectual history, and report on the principal themes and perspectives that arose during the class discussion.

Each student will submit no later than 22 April 2019 a research essay of approximately 5000 to 7000 words, comprising primary and secondary sources, on a topic exploring an aspect of Canadian intellectual history to be

negotiated by the student and instructor. The essay topics must be finalized with the instructor by 11 February 2019.

Book reviews/reports and essays will not be accepted for grading following the due dates.

### **Course Materials:**

Most course materials (assigned articles and books) are available in digital format and have been included in the “Course Readings” link (<https://ares.lib.uwo.ca/ares>) on the Western Libraries website (<https://www.lib.uwo.ca/>). All other assigned books are available on 2-hour loan from the D.B. Weldon Library

### **Methods of Evaluation:**

Seminar participation	30%
Seminar leadership ( <u>2</u> sessions) and <u>two</u> reviews/reports ( <b>due one week after each session</b> ) 2 x 15% each =	30%
Essay ( <b>due Monday 22 April 2019</b> )	40%

Failure in any single component of the course (seminar participation; seminar leadership; essay) will result in a failing grade in the course.

Non-illness absences from seminars are unacceptable. Any student attending fewer than ten of the thirteen scheduled seminars (an absence rate of approximately 25%) for non-illness reasons will be assigned a failing grade for seminar participation, and in turn a failing grade in the course.

Students can find the University’s Policy on Accommodation for Illness at ([http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)).

### **Course Schedule and Readings:**

#### **Week One (7 January 2019)**

#### **Introduction to History 9277B**

#### **Week Two (14 January 2019)**

#### **What is Intellectual History?**

#### **Required Readings:**

Michael Gauvreau, “Beyond the Search for Intellectuals: On the Paucity of Paradigms in the Writing of Canadian Intellectual History,” in Gerald Friesen and Doug Owram eds., *Thinkers and Dreamers: Historical Essays in Honour of Carl Berger* (University of Toronto Press, 2011), pp. 53-90.

<http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks2/utpress/2013-03-08/1/9781442690165>

Peter E. Gordon, “What is Intellectual History? A frankly partisan introduction to a frequently misunderstood field”

[http://projects.iq.harvard.edu/files/history/files/what\\_is\\_intell\\_history\\_pgordon\\_mar2012.pdf](http://projects.iq.harvard.edu/files/history/files/what_is_intell_history_pgordon_mar2012.pdf)

Ian McKay, "The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History," *The Canadian Historical Review*, Vol. 81, No. 4, December 2000, pp. 617-645.

<http://www.utpjournals.press.proxy1.lib.uwo.ca/doi/abs/10.3138/chr.81.4.616>

Jeffrey L. McNairn, "In Hope and Fear: Intellectual History, Liberalism, and the Liberal Order Framework," in Jean-François Constant and Michel Ducharme, eds., *Liberalism and Hegemony: Debating the Canadian Liberal Revolution* (University of Toronto Press, 2009), pp. 64-97.

<http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks2/utpress/2013-08-26/1/9781442688483>

Clarence Karr, "What Happened to Canadian Intellectual History?," *Acadiensis*, Vol. 18, No. 2 (Spring 1989), pp. 158-174.

[http://www.jstor.org.proxy1.lib.uwo.ca/stable/30302950?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org.proxy1.lib.uwo.ca/stable/30302950?seq=1#page_scan_tab_contents)

### **Week Three (21 January 2019)**

#### **Evolving Anglo-Canadian Ideas on Technology**

##### **Required Reading:**

R. Douglas Francis, *The Technological Imperative in Canada: An Intellectual History* (UBC Press, 2009).

### **Week Four (28 January 2019)**

#### **Colonial Ideologies**

##### **Required Reading:**

Michel Ducharme, *The Idea of Liberty in Canada During the Age of the Atlantic Revolutions, 1776-1838* (McGill-Queen's University Press, 2014).

<http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks3/upress/2014-12-10/1/9780773596252>

##### **Supplementary Reading:**

Jane Errington, *The Lion, the Eagle, and Upper Canada: A Developing Colonial Ideology* (McGill-Queen's University Press, 1987).

[http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/1/400991](http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400991)

### **Week Five (4 February 2019)**

#### **Debating Democracy**

##### **Required Reading:**

Jeffrey L. McNairn, *The Capacity to Judge: Public Opinion and Deliberative Democracy in Upper Canada, 1791-1854* (University of Toronto Press, 2000).

[http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/6/418096](http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/6/418096)

**Supplementary Reading:**

Carol Wilton, *Popular Politics and Political Culture in Upper Canada, 1800-1850* (McGill-Queen's University Press, 2000).

[http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/1/400562](http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400562)

**Week Six (11 February 2019)**

**Social Critique, Social Democracy, and Secularization**

**Required Reading:**

Ramsay Cook, *The Regenerators: Social Criticism in Late Victorian English Canada* (University of Toronto Press, 1985).

<http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks3/utpress/2016-06-24/1/9781442629202>

**Supplementary Reading:**

Allen Mills, *Fool For Christ: The Political Thought of J.S. Woodsworth* (University of Toronto Press, 1991).

**Week Seven (25 February 2019)**

**Idealism, Liberalism, and Progressivism**

**Required Reading:**

Darren Ferry, *Uniting in Measures of Common Good: The Construction of Liberal Identities in Central Canada* (McGill-Queen's University Press, 2008).

<http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks3/upress/2013-05-05/1/9780773574670>

**Supplementary Reading:**

Barry Ferguson, *Remaking Liberalism: The Intellectual Legacy of Adam Shortt, O.D. Skelton, W.C. Clark and W.A. Mackintosh, 1890-1925* (McGill-Queen's University Press, 1993).

[http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/1/400480](http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400480)

**Week Eight (4 March 2019)**

**Nationalism and Imperialism**

**Required Reading:**

Terry Crowley, *Marriage of Minds: Isabel and Oscar Skelton Reinventing Canada* (Toronto: University of Toronto Press, 2003).

[https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/6/418431](https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/6/418431)

**Supplementary Reading:**

Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism 1867-1914* (Toronto: University of Toronto Press, 1970).

**Week Nine (11 March 2019)**

**An Intellectual Generation**

**Required Reading:**

Keith Fleming, *"The World is Our Parish": John King Gordon, 1900-1989: An Intellectual Biography* (University of Toronto Press, 2015).

<https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/utpress/2015-06-02/1/9781442669031#page=1>

**Supplementary Reading:**

Doug Owram, *The Government Generation: Canadian Intellectuals and the State 1900-1945* (Toronto: University of Toronto Press, 1986).

**Week Ten (18 March 2019)**

**Quebec Nationalism**

**Required Reading:**

Michael Gauvreau, *The Catholic Origins of Quebec's Quiet Revolution, 1931-1970* (McGill-Queen's University Press, 2005).

[http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/4/407648](http://books1.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/4/407648)

**Supplementary Reading:**

Michael Behiels, *Prelude to Quebec's Quiet Revolution: Liberalism versus Neo-Nationalism, 1945-1960* (McGill-Queen's University Press, 1985).

[http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/1/400951](http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400951)

**Week Eleven (25 March 2019)**

**Imagining Modern Culture**

**Required Reading:**

L.B. Kuffert, *A Great Duty: Canadian Responses to Modern Life and Mass Culture, 1939-1967* (McGill-Queen's University Press, 2003).

<http://books2.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks3/upress/2014-09-29/1/9780773571389>

**Supplementary Reading:**

Bettina Liverant, *Buying Happiness: The Emergence of Consumer Consciousness in English Canada* (UBC Press, 2018).

<https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2018-06-01/1/9780774835152>

**Week Twelve (1 April 2019)****Historians Writing about Historians****Required Reading:**

Kenneth C. Dewar, *Frank Underhill and the Politics of Ideas* (McGill-Queen's University Press, 2015).

<http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks3/upress/2015-07-16/1/9780773582606>

**Supplementary Reading:**

Donald Wright, *Donald Creighton: A Life in History* (University of Toronto Press, 2015).

<http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks3/utpress/2015-10-09/1/9781442620292>

**Week Thirteen (8 April 2019)****Canadian Intellectuals: Looking Without and Within****Required Reading:**

Damien-Claude Belanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (University of Toronto Press, 2011).

<http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks2/utpress/2013-08-26/1/9781442685420>

**Supplementary Reading:**

Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970* (University of Toronto Press, 2001).

[http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson\\_crkn/2009-12-01/6/418183](http://books2.scholarsportal.info.proxy1.lib.uwo.ca/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/6/418183)

***Academic Offences:***

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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 for such checking 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> ).

### ***Accessibility Options:***

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 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***Medical Issues***

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. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***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.

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.

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) 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.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).