

Carleton University  
2005-2006

**Canada: Ideas and Culture - Political Culture, Ideas and the Canadian State since 1700**  
HIST 4302 /5310

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Office Hours: Mondays and Wednesdays, from 10:00 to 11:00, and by appointment

**Seminars:** Thursdays, from 11:30 to 14:30 in Southam Hall 505

**1. Course description:**

The primary purpose of this course is to bridge gaps between social, cultural and political history, by studying public life. It will address the history of institutions, to the changing composition, practices and beliefs of the governing elites, of the "governed", and of the various agents acting as intermediaries. It will study Canada in a comparative perspective. It will also pay a special attention to international dimensions of Canadian public life.

It offers a historiographical discussion of the uses of concepts as such authority, hegemony, consent and legitimacy, social control and resistance, regulation, ideology, action, state formation, language, citizenship, identity and civil society.

In the autumn, the seminars will center on Canadian problems, and readings will include literature from other countries, to introduce theoretical approaches and to understand the specific nature of Canadian institutions. In the winter, this knowledge will be used to write a research paper using the collections of government archives of Ottawa. The seminars will then provide workshops around the various steps in the writing of the papers.

**2. Textbook**

There is no textbook for this class. The readings for the course will be placed on reserve at the Library and a copy will be placed in the Underhill Reading Room (in room 430 of Paterson Hall) of the History Department, in a box marked especially for the course.

**3. Calendar**

The readings will be announced a week in advance for each theme. If you miss a class, I will send the list by email on your connect account. The readings are available on reserve at the Library and in the Underhill Reading Room of the History Department (PA 430), in a special box for this class.

September 8

**1. Introduction to the course, definitions and methods**

September 15

**2. Natives and post-colonial history**

September 22

**3. Colonial states and statistics**

September 29

**4. The public sphere, liberalism and the middle classes**

October 6

**5. Working class formation, poverty and welfare**

October 13

**6. War, soldiering and citizenship**

October 20

**7. Visit to the National Archives of Canada**

with Paulette Dozois, archivist of the Department of Foreign Affairs, Government Documents and an archivist of the political collection of the Manuscript Division

October 27

**8. Nationalism, citizenship, ethnicity, national character and public spirit**

November 3

**9. Consumption, propaganda and public Opinion**

November 10

**10. The environment and local politics**

November 17

**11. The civil service**

November 24

**12. Race and rights**

December 1 (In replacement for January 6)

**1. Visit to the MacOdrum Library**

*\*Topics of research papers due*

December 7-22

**Examinations period**

*There is no examination for this course*

**Winter schedule**

January 5

No Course (Class taken on December 1)

January 12

*\*Proposals due.*

**2. Individual Appointments.** No class. Schedule to be announced.

January 19

**3. Individual Appointments.** No class. Schedule to be announced

January 26

**4. Canadian Childhood in International Perspective**

Special session in conjunction with the master seminar on family and gender history

Venue to be announced

February 2

**5. Workshop on the Analysis of Primary Documents**

*Organization of the schedule of the presentations and assessments*

February 9

**6. No Course.**

*The instructor will hold special office hours for the seminar students.*

February 16

**7. No Course.**

*The instructor will hold special office hours for the seminar students.*

February 23

**Spring Break. No Class**

March 2

Oral Presentations. Schedule to be announced.

*\*The draft is due one week before the presentation, in two copies.*

*The final paper is due two weeks after the presentation. Exceptionally, for those who present on the last week, on March 31, it will be only a week after.*

March 9

Oral Presentations. Schedule to be announced.

March 16

Oral Presentations. Schedule to be announced.

March 23

Oral Presentations. Schedule to be announced.

March 30

Oral Presentations. Schedule to be announced.

April 5-7

**Review Period**

April 10-29

**Examination Period**

*There is no examination for this course*

**4. Course Requirements**

The first part of the course will consist of weekly seminars devoted to discussions of secondary sources. The purpose is to provide students with the appropriate background and context to undertake primary research on an individual, group, department or tradition in the Canadian State.

**The Two Reading Reports of the Fall Term**

In order to prepare for discussions and to assist in the preparation of the major research paper, students will submit two reading reports of about six pages long each on two of the seminar themes decided with the instructor. One of them should be amongst the first five topics, the other amongst the five last topics.

These reports are not only summaries but presentations of the questions asked by the authors, their approach, their choice of sources, their methods, results, writing and convincing power, the links between

the readings and questions which others may find useful. You should make good use of comparative and theoretical articles to analyze the Canadian experiences. These two reports will account for 15% and 20% of the final mark respectively. There is no ideal essay for each theme, and the way you organize these reports belongs to you.

I will instruct you on the writing of reports during the first meeting, and you may see the “Appendix C. Book Reviews” in Richard Marius and Melvin E. Page, *A Short Guide to Writing about History*, New York: Harper Collins College Publishers, 1995. It is on Reserve in the Library: D13.M294 1995.

In order to help you include the result of the discussions in your writing, the reports are due one week after the corresponding discussion. Students should read my comments on their first report before submitting the second one. They should also attach their first marked report to their second report, in order for me to monitor your progress.

### **The Two Oral Presentations of the Fall Term**

For the two topics about which students write a report, they will be responsible for starting the discussion of the seminar, in a presentation of 5 to 10 minutes. They will have to present problems and questions they understand to be the most fruitful for the seminar. For the other topics, a fair attendance and a fair level of intervention are expected, and they will be reflected in the mark on presentation and participation for that term, which amounts to 10% of the final mark. The relevance, and the quality of interventions, together with the attention to other students’ contributions, the critical sense and precision of your comments, will also all help to write better papers.

### **The Long Research Paper of the Winter Term**

The second part of the course, in the winter, will be devoted to the preparation, presentation and discussion of the long research essays of the seminar participants. The paper should be around 25 pages long, 30 for the M.A. students. The topic is due at the end of the Autumn Term. It should be based on government archives. It should make good use of the readings of the Autumn term and it should introduce comparisons with other countries. It is due two weeks after the oral presentation, but for the students who present on the last week, for whom the delay will be one week. It will be worth 35% of the final mark.

#### **a. The Proposal of the Winter Term**

Students will prepare a proposal. It is due on January 13. They will receive my comment during a scheduled appointment in my office, in January. It is worth 15% of the final mark. A visit to the National archives and a visit to the MacOdrum Library will help students to put this document together.

You should write a proposal of at least five pages, which will include:

-A title page with the information mentioned on p. 5 of the “Notes on Writing a History Essay”.

The title should include the period and the place of your topic.

This does not count as the first page.

-The topic of your paper

-The working thesis of your paper,

This can be a question, or a thesis. It has to be original, well informed.

-An outline of the main sections of your paper

This is a provisional outline, you will change your mind in the meantime as your knowledge of the topic advances. Do write it in point form. It should tell what the main sections will be concerned with.

-A tentative bibliography.

The bibliography should include

-the relevant readings required for the lectures listed in the outline;

-at least three primary source or ‘document’,

You may organise your documents by categories: divide

them between published and non published, governmental and non-governmental, etc.

- the relevant secondary sources. There has to be at least one relevant international comparison and one element of theoretical reflection.

(A good indication is five to ten books and five to ten academic journal articles)

Your secondary sources should be regrouped by types:

- Books
- Articles
- Thesis and reports
- Encyclopaedias, dictionaries and guides (tertiary sources)

You may want to comment on some titles by saying why you think such piece may be good, if you have already looked at it, if you would like our advice on its quality.

Use the “Student Essay Guide” of the history department, and follow the conventions listed on p. 8 to enter the titles of the work you will use. If you do not have the hard copy distributed in class, go to the department website: [http://www.carleton.ca/history/essay\\_guidelines/gateway.htm](http://www.carleton.ca/history/essay_guidelines/gateway.htm)

A good guide in the writing of essays in history is:

Marius, Richard and Melvin E. Page. *A Short Guide to Writing about History*. New York: Harper Collins College Publishers, 1995. It is on Reserve in the Library: D13.M294 1995.

Where to look to find books:

- In order to help you to prepare for this outline, there a visit at the government document section of the MacOdrum library and at the National archives of Canada will take place in the Fall.
- Books have been placed on reserve for this course at the library. (See <http://catalogue.library.carleton.ca/search/r>)
- The class readings and the bibliographies of the class readings will also help.

#### **b. The presentation of the results of the research at the end of the winter term and the assessment on one other student’s draft**

Students will present preliminary versions of their work for discussion. One week before their scheduled presentation, they will hand in one draft to the instructor (at the main office of the History Department) and one draft to the assessor (during the seminar or in the box for the seminar, in the Underhill Reading Room, Room 430 of Paterson Hall).

The oral presentation and the comments of one peer are intended to help them refine their analysis and research findings. The presentation should last 10 to 15 minutes and it should introduce the seminar to your questions, your sources and your findings, as well as the issues that are unresolved. It should be well prepared, well illustrated and clear. Each student will also be asked to serve as assessors by closely reading the drafts of one other student before their presentations. The quality of this presentation, together with the quality of the student’s comments on the draft of a colleague will be marked on 5% of the final mark.

All assignments must be completed. Retain copies of all essays. Late essays will be penalized unless you announce a problem in meeting delays in advance and have a good reason.

#### **Breakdown of the Mark**

Fall:

First Reading Report	15%
Second Reading Report	20%
Participation and Presentations	10%

Winter:

Proposal	15%
Oral Presentation, critical commentary	5%
Final Essay	35%

Total

100%

## 5. Other issues

### Student in need of advice

To assist you in the writing of essays, at no charge, to better your writing, the University offers the personal help of a graduate students, at no charge. See the Writing Tutorial Service (212 Paterson Hall – 520-6632; [www.carleton.ca/wts](http://www.carleton.ca/wts)). For other study skills, including reading, taking notes and planning your time, the Student Academic Success Centre (SASC) is most helpful. You can call or drop in to make an appointment (302 Tory Building, 520-7850; [www.carleton.ca/sasc](http://www.carleton.ca/sasc)). The Centre has also published some guides online.

### Bibliography

Tom Bottomore, ed. *A Dictionary of Marxist Thought*, Cambridge Mass., Basil Blackwell, 1983. [REF HX17.D5 1991]

Raymond Boudon and F. Bourricaud, *Dictionnaire critique de la sociologie*, Paris, Presses Universitaires de France, 1982. Translated in English: *A Critical Dictionary of Sociology* [REF HM 17.B6813].

Alan Bullock et al., ed. *The Fontana Dictionary of Modern Thought*, 2nd ed., London, Fontana Press, 1988. [On reserve for this course]

Alan Bullock et al., ed. *The Fontana Dictionary of Modern Thinkers*, London, Fontana Press, 1992. [In my office]