



**Faculty of Arts  
Department of History  
Course Outline  
Fall 2022**

**HTST 450  
History of Social Policy in Canada**

**Instructor:** Dr. N. Janovicek

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**Office Hours and Location:** Wednesday, 11:00 – 12:00 & Thursday 2:30 – 3:30/SS 612

**Class Room Location, Days and Times:** SH 274 Tuesday & Thursday, 12:30 – 1:45

**Course Delivery:** In person

**Description**

This course examines the history of social policy in Canada. The course begins with Indigenous peoples before colonial rule and the colonial period, but emphasis is on the development of social policy and practice in the late nineteenth and the twentieth centuries. Key themes in the course are the relationship between citizens and governments, changing perceptions on the role of the state, grassroots demands for government intervention, and the relationship between charitable and government programs. The course will explore how Indigeneity, gender, race, ethnicity and immigration status, sexuality, and class have shaped perceptions of who is entitled to and marginalized in charitable and social welfare programs.

**Learning Outcomes**

Through successful completion of this course, which includes regular attendance, reading assigned materials, and participating in discussions, students will be expected to:

- Understand how conceptualizations of poverty, inequality, and charity have changed over time.
- Understand debates about citizenship and the relationship between the public and private provision of social services.
- Think critically about how power structures shape entitlement and access to services.

**Required Textbooks:**

The textbooks are available for purchase in the bookstore. Digital copies of these books are available in the library:

Alvin Finkel, *Social Policy and Practice in Canada: A History*. Waterloo: Wilfrid Laurier University Press, 2006.

Sasha Mullally and David Wright, *Foreign Practices: Immigrant Doctors and the History of Canadian Medicine*. Montreal & Kingston: McGill-Queen's University Press, 2020.

## Assessment

Method	Due Date	Weight
Book Review	Friday, October 7	25%
Proposal & Annotated Bibliography	Friday, October 21	15%
Term Paper	Friday, November 18	30%
Final Exam	To be scheduled by registrar	30%

## Grading Policies

Assignments are graded as a letter grade and recorded as weighted numerical grades in D2L. For example, an assignment weighted at 10% that receives an A will be recorded as 8/10.

It is in your best interests to meet deadlines for the papers so that you receive timely feedback to help you with the next assignments. Students who ask me before the assignment is due will receive an extension. I do not require an explanation or documentation, but as a professional courtesy, I do ask that you send an e-mail to request an extension.

## Details on Methods of Assessment

Written assignments must be submitted to the Digital Dropbox on D2L by midnight on the due date. You must have a University of Calgary IT account to access D2L. Students are responsible for making sure that their work is submitted.

Detailed guidelines for the written assignments will be posted on D2L.

*Book Review:* Students will write a scholarly book review (1000-1200 words) of Mullally & Wright's *Foreign Practices*.

*Proposal and Annotated Bibliography:* Students will submit a Proposal (750 words) for their term paper on a topic in the History of Social Policy in Canada. This assignment includes an annotated bibliography that includes at least 2 primary sources and 10 peer-reviewed scholarly secondary sources. I will post essay topics on D2L. Students may research a topic that is not on the list with my permission.

*Term Paper:* Students will submit a 2500 - 3000-word term paper. I will not grade papers if I haven't provided feedback on the proposal.

## Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

**Inclusiveness, Accommodation, Privacy, and Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

## Schedule

\*Reading available online through TFDL

Date	Topic & Readings
Week 1: September 6 & 8	<b>Introduction and Indigenous Peoples</b> Finkel: Introduction and chap. 1 Read for discussion: <a href="#">Truth and Reconciliation Commission of Canada, Truth and Reconciliation: Calls to Action</a> 2015  Discussion Questions: How do the calls to action in the TRC incorporate Indigenous values, such as reciprocity and relationships? How do the calls to action conceptualize the relationship between Indigenous peoples and governments?
Week 2: September 13 & 15	<b>Social Policy in Colonial Canada</b> Finkel, chaps. 2 & 3
Week 3: September 20 & 22	<b>Education</b> *Deirdre McCorkindale, “Black Education and the complexity of Segregation in Kent County’s Nineteenth-Century Schools” in <i>Unsettling The Great White North: Black Canadian History</i> P. H. Brice, <a href="#">“The Story of a National Crime”</a> , 1922.  Discussion Questions: What are the similarities and differences in how race and White Supremacy shaped Black and Indigenous experiences of segregation in education? Why and how have these histories been erased and why is it important to recover them?
Week 4: September 27 & 29	<b>Building Institutions</b> Finkel, chap. 4
Week 5: October 4 & 6	<b>Reform and Social Gospel</b> *James Opp, “Re-imagining the Moral Order of Urban Space: Religion and Photography in Winnipeg, 1900 – 1914,” <i>Journal of the Canadian Historical Association</i> 13, 1 (2002): 73 – 93.
<b>Book Review due: Friday, October 7</b>	
Week 6: October 11 & 13	<b>The Professionalization of Social Work</b> *Karen Balcom, “Scandal and Social Policy:” The Ideal Maternity Home and the Evolution of Social Policy in Nova Scotia, 1940 – 1941,” <i>Acadiensis</i> 31, 2 (2002): 3 – 37.
Week 7: October 18 & 20	<b>Gender and the Social Welfare State</b> *Tamara Myers, “The Voluntary Delinquent: Parents, Daughters, and Montreal Juvenile Delinquents in Court in

	<p>1918,” <i>Canadian Historical Review</i> 80, 2 (June 1999): 242-270.</p> <p>Discussion Questions (Opp, Balcom, and Myers): How did reformers and charity workers monitor parents living in poverty? How were children living in poverty depicted? Why didn’t services for children address poverty?</p>
<b>Proposal and Annotated Bibliography due: Friday, October 21</b>	
Week 8: October 25 & 27	<b>Expansion of Government Programs (WWI &amp; 1930s)</b> Finkel, chaps 5 & 6
Week 9: November 1 & 3	<b>Keynes and the Canadian Welfare State</b> Finkel, chaps 7, 8, & 9
<b>Reading Week: November 7-11</b>	
Week 10: November 15 & 17	<p><b>Postwar Social Policy and Indigenous Communities</b></p> <p>*Hugh Shewell, “Bitterness behind Every Smiling Face’: Community Development and Canada’s First Nations, 1954-1968,” <i>Canadian Historical Review</i> 83, 1 (March 2002): 1-15.</p> <p>TRC, <a href="#">Canada’s Residential Schools: The Inuit and Northern Experience</a> (2015), chap. 4 “Student Life at the Mission Schools”</p> <p>Discussion Questions: How and why did Indian policy change after WWII? How did Canadian government economic and social goals shape these policies? How did Indigenous peoples resist?</p>
<b>Term Paper Due: Friday, November 18</b>	
Week 11: November 22 & 24	<b>The Rediscovery of Poverty in the late 20C</b> Finkel, chaps 10 & 11
Week 12: November 29 & December 1	<p><b>Anti-Poverty Organizing and Grassroots Resistance</b></p> <p>*Dustin Galer, <i>Working Towards Equity: Disability Rights Activism and Employment in Late Twentieth-Century Canada</i>, chap. 7 “Rise and Decline of the Activist Canadian State”</p> <p>Sarah Nickel, <a href="#">“Indigenous Women, Activism, and the Aftermath of the RCSW,”</a> presentation at Between Postwar and Present Day Conference, 26 May 2021.</p> <p>Discussion Questions: How did people with disabilities influence state policy? What were the limitations of policies? How did Indigenous women frame their demands for equality? How do mainstream ideals incorporate the goals of marginalized activist groups?</p>
Week 13: December 6	<b>Restructuring the Social Welfare State</b> Chap 12 & 13

Final Exam to be scheduled by registrar during exam period.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

**Writing**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

**Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

**Department of History Twitter @ucalgaryhist**

*Updated July 2022*