R. Helmes-Hayes  
PAS 2065  
X32406  
rhh@uwaterloo.ca

CLASS TIME:  Thursdays 1:30-4:20  
Hagey Hall 123  
OFFICE HOURS:  Tuesdays 12:00-2:00 or by appointment *

- I am in my office all day, most days. Feel free to drop by.

For several years I have been doing research in the area of the history of Canadian sociology, especially English-language sociology. Sociology 407 is structured around this topical area.

PURPOSES

1. To provide students with an overview of the history of English-language sociology in Canada and familiarize them with some of the 'big names' and major works of Canadian sociology, 1900-1980. I suspect that students know much more about the history of sociology in France, Germany and the United States than they do about the history of sociology in their own country. Also, I would bet that they know much more about famous thinkers from other (especially European) countries, than they do about the men and women who built Canadian sociology. This course will allow interested students to rectify that situation by giving them the opportunity to read (a) selected classics written by Canadian sociologists and ‘social thinkers’ from cognate disciplines, and (b) related critical literature.

2. To show some of the links between Canadian sociology and other Canadian social science and humanities disciplines in Canada.

3. To expose students to some sociological theory and sociologically relevant social theory beyond SOC 202 and SOC 302. [NOTE: Sociology 407 satisfies the theory course requirement for those who have to take theory courses in addition to SOC 202/302.]

4. To help students develop the capacity to interpret original readings.

5. To expose students to ideas in intellectual history and the sociology of knowledge.

FORMAT The course is presented in a lecture/seminar format. Each week I will give a lecture structured around a set of assigned readings that students are expected to read before class. Part of the class will be devoted to a discussion of these readings by the students.
**CONTENT**

The course focuses for the most part on English-language Canadian sociology, 1900 to 1980. Where appropriate, and if time allows, I will make some remarks about French-language Canadian sociology. The first two lectures deal with methodological issues related to doing intellectual history, sociology of knowledge and the like. We then move to a discussion of the urban and social reform movements of the late 19th and early 20th centuries, focussing in particular on the Social Gospel and the early sociology of Herbert Brown Ames who, in 1897, did an empirical study of a working-class section of Montreal. This is followed by a description of the Chicago School of sociology and of two of its most famous practitioners in Canada, Carl Dawson and Everett Hughes. Dawson founded the first department of sociology in Canada in 1925 at McGill University in Montreal and co-authored Canadian sociology's first textbook, based on the principles of human ecology. Hughes taught there 1927-1938 and wrote *French Canada in Transition* (1943), probably the first classic of Canadian sociology. We will then discuss the work of economist/sociologist Leonard Marsh, a Fabian socialist, also at McGill, who wrote an early analysis of Canada's class structure, *Canadians In and Out of Work* (1943). It is important to consider as well the work of some of Canada's early social historians and political economists (Harold Innis, Donald Creighton, Arthur Lower). Their work was often sociological in character and Innis in particular had a profound, long-lasting influence on Canadian sociology, beginning with his protégé S.D. Clark, who established sociology at the University of Toronto. Clark was probably the most prominent and powerful of Canada’s ‘pioneer’ sociologists.

The next section of the course deals with the work of three especially influential and prestigious figures in Canadian social thought: sociologist John Porter, and philosophers George Grant and C. B. Macpherson. Porter wrote Canadian sociology's most important book to date, *The Vertical Mosaic: An Analysis of Social Class and Power in Canada* (1965). We will read a summary of his book. Macpherson, an internationally renowned liberal political theorist, wrote a great deal about the emergence of capitalism and liberal democracy in Western society. We will read his book, *The Real World of Democracy* (1965). For his part, Grant was one of the most influential social philosophers Canada has yet produced. We will read his well-known book about the ‘death of Canada,’ *Lament for a Nation* (1965).

The course concludes with a brief overview of two selected developments in ‘late’ 20th century Canadian sociology: the emergence of feminist scholarship (e.g. Mary O'Brien, Dorothy Smith, Pat Armstrong) and the growth of the new ‘radical political economy’ (e.g. Patricia Marchak, Wallace Clement).
TEXTBOOKS
Students must buy three books, all available at the University Bookstore:
1. A set of custom readings prepared for SOC 407.
2. C.B. Macpherson, The Real World of Democracy
3. George Grant, Lament for a Nation

MARKING SCHEME

3 Book Summaries (5 pages each) 10% each; i.e. 30% total
Quiz 10%
Class participation 20%
Essay* (15 pages) 40%

Book/ Chapter Summaries (3@ 10% each = 30%)

Each student will submit three 5–page, typewritten, double-spaced summaries (a
description of the basic arguments) of John Porter’s The Vertical Mosaic, George Grant’s
Lament for a Nation and C. B. Macpherson’s The Real World of Democracy. Due at the
beginning of class on the day in question (see due dates below).

Quiz (10%)

In class on February 10, 2011: 45 minutes in length. The purpose of the quiz is to see if
students have done the reading for the first part of the course.

Class Participation (20%)

Students are expected to do a good deal of reading for each class. This is recognized in
the marking scheme. Twenty per cent of each student’s grade will be allotted on the
basis of my assessment of his/her contribution to class discussion.
ATTENDANCE IS NOT PARTICIPATION. You will receive no marks for simply showing up.
This is a seminar class and each student is expected to come to class ready to discuss the
assigned readings. I will assess class participation by each student on an ongoing basis
throughout the term. Students are expected to contribute regularly and knowledgeably
to class discussions. This includes answering questions I will pose to the class during the
course of class lectures and discussions.
NOTE: A student will have 2 marks out of 20 deducted from his/her participation grade
for every seminar he/she misses (unless a valid medical excuse/ doctor’s note is
provided).
Essay (40%)

Essays are to be 15 pages long, typewritten, double-spaced, 12-point font. They are to be formal and properly documented. I must approve the topic before the essay is written. Failure to get my permission for the topic will result in the assignment of a grade of zero for the essay. A plagiarism handout will be distributed and students will be expected to pay close attention to it in putting together their essays. Plagiarism will be penalized. All cases will be forwarded to the Associate Dean of Undergraduate Affairs. Acceptable topics could cover a wide range of subjects, but I would encourage students to do an analysis of one of the following: 1/ the work of particular scholars or 'schools,' 2/particular classic works of Canadian sociology, 3/ the development of sub-fields within the discipline (e.g., feminism, ethnic studies, etc.), 4/the rise and fall of certain theoretical perspectives (human ecology, elite studies), etc. Some examples of projects completed in the last few years include:

- The History of Symbolic Interactionism in Canada
- Jean Burnet: Contributions to Canadian Sociology
- The Nationalization Debate: Is there any such thing as a Canadian sociology?
- The Contribution of S.D. Clark
- The History of the Sociological Study of Housing in Canada, 1880-1970
- The “Elite Studies” Tradition at Carleton: Porter and Clement
- Women Pioneers of Canadian Sociology
- Colonization and De-colonization of Quebec Sociology
- Carl Dawson, the Chicago School, and the Study of Ethnic Groups in Montreal in the 1930s and ‘40s
- Mary O’Brien: The Politics of Reproduction
- Leonard Marsh: The Roots of the Welfare State in Canada
- Of Dorothy Smith and Dirty Diapers: Feminism and The Conceptual Practices of Power

Assignment Due Dates:

- Quiz: Feb 10
- Book Summary (Porter): Mar 3
- Book summary (Macpherson): Mar 10
- Book summary (Grant): Mar 17
- Class participation: Ongoing
- Essay: April 8
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<tr>
<th>Week</th>
<th>Seminar Topic</th>
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| 1 (Jan 6) | Introduction: Assignments and Expectations  
A Brief Overview of the History of Canadian Sociology |
| 2 (Jan 13) | Approaches to Intellectual History and the Sociology of Knowledge |
| 3 (Jan 20) | The Social Gospel, the Social Survey, ‘Muckraking’ and Urban Reform |
Everett Hughes’ *French Canada in Transition* |
| 5 (Feb 3) | Fabian Socialism: Leonard Marsh |
| 6 (Feb 10) | NONE/ QUIZ |
| 7 (Feb 17) | Early Canadian History and Political Economy: Innis’ Staples Theory and  
the Historical Sociology of S.D. Clark |

**READING WEEK**

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<tr>
<th>Week</th>
<th>Seminar Topic</th>
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<tr>
<td>8 (Mar 3)</td>
<td>The Power and Elite Studies Tradition: John Porter’s <em>The Vertical Mosaic</em></td>
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<tr>
<td>9 (Mar 10)</td>
<td>C.B. Macpherson, <em>The Real World of Democracy</em></td>
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<td>10 (Mar 17)</td>
<td>George Grant, <em>Lament for a Nation</em></td>
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<td>11 (Mar 24)</td>
<td>The New Political Economy: Staples, Dependency and Class</td>
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<td>12 (Mar 31)</td>
<td>Canadian Feminism: Dorothy Smith’s “Standpoint Theory”</td>
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<td>Date</td>
<td>Reading</td>
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<tr>
<td>Jan 6</td>
<td>None</td>
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<td>Jan 20</td>
<td>Helmes-Hayes, “Social Gospel”</td>
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<td>Jan 27</td>
<td>Wilcox-Magill, “Paradigms and Social Sciences in English Canada,” – “Introduction” and section on “Ecological Paradigm” 97-114</td>
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<tr>
<td>Feb 10</td>
<td>NONE: QUIZ</td>
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<tr>
<td>Feb 24</td>
<td>NO CLASS: Reading Week</td>
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<td>Mar 3</td>
<td>Helmes-Hayes, [Porter] “Canada as a Flawed Democracy”</td>
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<tr>
<td>Mar 10</td>
<td>Macpherson, <em>The Real World of Democracy</em></td>
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<td>Mar 17</td>
<td>Grant, <em>Lament for a Nation</em></td>
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<tr>
<td>Mar 24</td>
<td>Clement, “Power, Ethnicity and Class”</td>
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<tr>
<td>Mar 31</td>
<td>Smith, “Women’s Experience as a Radical Critique of Sociology”</td>
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Academic Integrity:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. [Check http://www.uwaterloo.ca/academicintegrity/ for more information.]

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

**Academic Integrity website (Arts):** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (UW):** http://uwaterloo.ca/academicintegrity/

Accommodation for Students with Disabilities:

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.