

**The College of the Humanities
Humanities Program: Hums 4500 A: Fall term
Modern Intellectual History
Conservative, Liberal, Socialist, and Nationalist Currents of Thought
in Canada
Fridays 8:35-11:25
Please confirm class location on Carleton Central**

Instructor: Philippe Azzie

Office Hours: 310 Paterson Hall, Thursdays 12:00 am – 2:00 pm

Email: philippe.azzie@carleton.ca

Link to course Brightspace page: <https://brightspace.carleton.ca/d2l/home/450389>

Course description

In this course, students will explore Canadian intellectual history with a focus on four currents of thought: conservatism, liberalism, socialism, and nationalism. As none of these currents of thought originated in Canada, emphasis will be placed on how fundamental assumptions informing them have manifested themselves in the Canadian context. The course has two main objectives: 1) to introduce students to the range of political ideas in the Canadian setting from the late eighteenth century to the mid-twentieth century; 2) to examine the formative influence of these currents of thought in shaping the Canadian political landscape, including public opinion and popular perceptions about Canada and its history.

Learning outcomes

By the end of the course students will be able to:

- read, analyze, and discuss primary sources in Canadian intellectual history, including speeches, sermons, pamphlets, manifestos, and constitutional documents.
- understand the historical context within which various currents of thought emerged and developed in Canada.
- understand continuities and changes in Canadian political culture from the late eighteenth century on.
- thoughtfully assess the insights of earlier observers and commentators and the extent to which they can be made a party to current debates in Canadian politics.

Course format

As per university specifications for this course, classes will take place on campus (i.e. in-person). Each class will take the form of a lecture delivered by the instructor on the specified topic for the week (see class schedule). Though there are no tutorials associated with this class, students are expected to engage in discussions about the course material.

These discussions will be guided by questions that students may submit in advance of each class (see below under “Participation”).

Communication and Contact

Office hours will take place on Thursdays, from 12:00 pm – 2:00 pm. Students are invited to communicate with the instructor by email at any time, but office hours constitute the weekly time period during which the instructor is available in-person to students. Students who would like to meet but who cannot attend regular office hours may request a meeting to be scheduled at a mutually convenient time (either in-person, by phone, or by Zoom). Such requests may be made in person or by email.

Emails to the instructor should include the course code in the subject line (HUMS 4500) and students should sign off with their full name. Every attempt will be made to respond to emails within 24 hours, and students will receive a reply within 48 hours. It is recommended that students use email for exchanges that require only short replies. Carleton requires that students, staff, and faculty use Carleton email accounts when conducting University business. Students are strongly encouraged to check their email as well as the class Brightspace page on a regular basis for any announcements or updates.

Texts

Students are not required to purchase textbooks or other learning materials for this course. All required readings for the course are accessible through the course website or available in e-book format at or through the MacOdrum Library.

Course Requirements

Requirements for this course include the following:

1. Completing the assigned readings before each class.
2. Attending all classes for the duration of the class.
3. Participating in class discussions on a regular basis.
4. Completing all course work in order to receive a passing grade. The following specifications also apply to course work:
 - Work must be submitted electronically, either by email or by being uploaded to the course website.
 - Students may not submit work previously submitted to another course.
5. Following policy regarding the use of artificial intelligence (see below ‘Policy on the Use of AI’).

Policy on the use of AI

While the use of AI is not encouraged, it may be used for the following purposes:

- for basic word processing functions, including grammar and spell checking (e.g., Grammarly, Microsoft Word Editor, Copilot)

- as a sounding board to assist with the selection of a topic for an assignment
- to help locate/identify materials/sources for an assignment (e.g., relevant books, articles, debates)
- for background information of an explanatory nature (e.g., historical context, clarification of concepts, summaries)

AI may **not** be used to produce assessed content (i.e., the insights, primary arguments, and core analysis informing written work submitted for this class).

The purpose of this policy is to allow students to benefit from basic supports AI can provide while ensuring that the substantive content of assignments remains the authentic expression of their voices (i.e., what they, not AI, have to say about the topics they choose to work on). To that end, the following should be noted:

- Students who decide to employ AI as a tool must disclose the way(s) it has been used (e.g., brainstorming, editing, sourcing, etc.) and indicate with footnotes any section, paragraph, or sentence produced with the support of an AI tool (i.e., specifying in a footnote that the source was found through AI, and specifying the prompt that produced the source). Students can access resources related to citing GenAI on the library's website.
- The instructor reserves the right to examine any student in-person on the content of written work they have submitted in the class.
- Given that our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

The use of AI will be discussed in greater detail in the first class.

Note about class attendance: Valid reasons for absences include observance of religious holidays and serious and unforeseen circumstances (e.g. medical reasons, accidents, family emergencies). Please make sure to notify the instructor about such absences and be prepared to provide appropriate documentation (i.e. a medical note).

Course Work/Evaluation

The evaluation for this course will consist of the following:

Component	Due Date	Percentage of Final Mark
Participation	Tracked weekly	10%
Review essay	October 9th	20%
Research paper	December 4th	35%
Take home exam	December 23rd	35%

NOTE: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Participation (10%): In advance of class meetings for weeks 2 through 12, students will have the opportunity to submit one (but no more than one) discussion question through Brightspace. Students should endeavor to submit questions about issues raised by the assigned readings (e.g., strengths, weaknesses, problems). Students will receive one mark for every question submitted (to a maximum of 10 questions over the course of the term), conditional upon them attending the corresponding class. Questions must be uploaded to Brightspace no later than 8 am on the day of the session to which the question pertains.

Review Essay

The review essay is a short exegetical piece on an article or essay written by an influential Canadian thinker and dealing with an issue related to the course's subject matter. The assignment will be available to students on **September 11th**. The texts students may choose will be available on the course website or in e-book format at or through the MacOdrum Library. The essay should be between 1,200-1,500 words in length. When writing their essays, students must rely on the chosen text (i.e. there should be no references to secondary materials). As it is exegetical in nature, the essay should discuss and explain the text, not summarize it. This means that the essay should address the following types of things: the basic question, issue, or problem identified and explored by the author, any fundamental assumptions informing the author's perspective/position, arguments, proofs, hypotheses advanced in support/defense of their position. **The review essay is due on October 9th.**

Research Paper

The research paper is a work of independent research conducted by the student and addressing an aspect of the intellectual history of Canada from the late eighteenth century on. Students may choose to write about texts, authors or themes developed in the course or, with approval, write a paper on a subject within this time period but outside the material covered in the course. The research paper should be between 3000-3,500 words in length. Bibliographies and footnotes are necessary. In terms of citation format, any of the following styles are acceptable: American Psychological Association (APA) Style, Chicago Style (i.e. Chicago Manual of Style), Modern Language Association (MLA) Style. **The research paper is due on December 4th.**

Take Home Exam

The take-home exam will cover the material covered in the course. The questions will be available to students on the course website on **December 4th**. Completed exams must be submitted by **December 23rd**.

Evaluation criteria

All work submitted by students (i.e. review essay, research paper, take home exam) will be evaluated according to the following criteria:

- *Clarity* (i.e., is the paper written in a clear, easy to understand style).
- *Coherence* (i.e., does the paper develop logically and hold together in a coherent manner).
- *Comprehension* (i.e., does the student demonstrate a clear understanding of the topic).
- *Completeness* (i.e., has the student included everything required to address the topic).

Assignments will be returned to students electronically approximately 2 weeks after being submitted. Late assignments will be subject to a 5% deduction per day unless students provide documentation proving that serious unforeseen circumstances have arisen (e.g. illness, accident, family affliction). For example, a paper submitted one day late, that would have received a mark of 80%, will receive a mark of 75%.

Class schedule

Below is the schedule for the class, including the required readings for each week.

Week 1 (Sep. 11): Introduction to course: Presentation and discussion of subject matter, course structure, pedagogical approach, and course requirements.

Week 2 (Sep. 18): Conservative thought: Intellectual Origins and Theoretical Underpinnings

Required reading: Edmund Burke, Reflections on the Revolution in France (excerpts).

Week 3 (Sep. 25): Conservative Thought in Canada 1

Required reading: Charles Inglis, 'Sermon on Steadfastness in Religion and Loyalty', 'Sermon of April 25 1794' (pp. 23-31); Bishop Jacob Mountain, 'A sermon preached at Quebec, on Thursday, January 10th, 1799; Mgr. Joseph-Octave Plessis, 'Sermon on Nelson's Victory at Aboukir'; Reverend John Strachan, 'On Church Establishment'.

Week 4 (Oct. 2): Conservative Thought in Canada 2

Required reading: 'Robert Baldwin on Responsible Government'; Joseph Howe, First Letter to Lord John Russell on the Rights of British Americans to be Governed by the Principles of the British Constitution; Sir John A. Macdonald, 'Speech on the Quebec Resolutions';

Week 5 (Oct. 9): Liberal thought: Intellectual Origins and Theoretical Underpinnings

Required reading: John Locke, Second Treatise of Government, chapters 5 and 11-19.

***Submission of review essay**

Week 6 (Oct. 16): Liberal Thought in Canada 1

Required reading: 'Continental Congress to the Inhabitants of the Province of Quebec'; Louis-Joseph Papineau, 'On Constitutional Reform'; 'The Six Counties Address'; William Lyon Mackenzie, 'Draft Constitution'.

Week 7 (Oct. 23): Liberal Thought in Canada 2

Required reading: 'The Programme Catholique: The Next Elections'; 'Pastoral Letter of the Bishops of the Ecclesiastical Province of Quebec'; Wilfrid Laurier, 'Political Liberalism'; Étienne Parent, 'The Importance of Studying Political Economy'.

Fall Term Study break (Oct. 26-30)

Week 8 (Nov. 6): Socialist Thought: Intellectual Origins and Theoretical Underpinnings

Required reading: Karl Marx and Frederick Engels, Manifesto of the Communist Party.

Week 9 (Nov. 13): Socialist Thought in Canada

Required reading: Salem Bland, 'The New Christianity'; J. S. Woodsworth, 'Thy Kingdom Come'; William Irvine, The Farmers in Politics, Foreword and chapter 1, section 4 (available in e-book format through the MacOdrum library); 'The Regina Manifesto'; 'Democracy Needs Socialism, preface and chapter 8.

Week 10 (Nov. 20): Nationalism: Intellectual Origins and Theoretical Underpinnings

Required reading: John Stuart Mill, Considerations on Representative Government, chapter 16.

Week 11 (Nov. 27): Nationalist Thought in Canada 1

Required reading: Mgr. L-R Laflèche, 'The Providential Mission of the French Canadians'; Mgr. L-A Paquet, 'A Sermon on the Vocation of the French Race in America'; Lionel Groulx, 'French-Canadian Nationalism'.

Week 12 (Dec. 4): Nationalist Thought in Canada 2

Required reading: Sir George Parkin, 'The Reorganization of the British Empire'; Stephen Leacock, 'Greater Canada: An Appeal'; Henri Bourassa, 'French-Canadian Patriotism: What It Is and What It Ought to Be'; 'The French Language and the Future of Our Race' (pp. 134-top of 137, 141-144); 'The Spectre of Annexation'.

***Submission of research papers and discussion of take-home exam**

****Classes on Friday December 11th will follow a Monday schedule. Consequently, there will not be a class on that date.**

University Regulations for All College of the Humanities Courses (Updated Aug 12,2026)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

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Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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MEMS (Undergraduate Minor) 300 Paterson Hall
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