



2011-2012

History 2127F (001) :

In Search of Canada : Postwar to Present

Tuesday 2:30 - 4:30 pm
Instructor: Dr. Peter V. Krats
Telephone: 661-2111 (x84983)

Location UC 224
Office : STH 2123
e-mail: pkrats@uwo.ca

Office Hours / Contacting the Instructor :

My OFFICE HOURS are Monday 3:45 - 6:15 pm and Tuesday / Thursday 12:00 - 2:00 pm. I will likely be in other times; feel free to speak with me about appointments. If you "catch" me at my office, I will gladly discuss matters time permitting. I make every effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading ! Ideally, speak to me at class – I usually have a few minutes before or after !!!

Course Description :

"I am Canadian" – so bellowed "Joe" in a famous beer commercial, sponsored an American beer firm. What is it to "be Canadian" ? Who is Canadian ? Is there such a thing as "Canadian content" that we like ? This course examines selected social themes shaping postwar Canada including technological change and modernity; immigration/multiculturalism, rights, regionalism, and the complex search for "Canadian" society and culture. Lectures feature PowerPoint and online "headers". These classroom tools, combined with in class discussion and texts should generate greater awareness of Canada's recent past while enhancing critical thinking and communication skills. Bring an interest in Canada, and a willingness to think, and you are well on your way.

Course Learning Outcomes :

- ✓ identify key developments in the history of postwar Canada, including issues of identity and the blend of continuity versus change
- ✓ recognize both strengths and weaknesses in historical assessment – the utility of "knowing" the past blended with an awareness of subjective and other potential errors
- ✓ show an ability to assess written historical work and to summarize and evaluate lectures
- ✓ summarize their ideas by synthesizing issues within an essay examination
- ✓ begin to recognize the relevance of history in dealing with contemporary views of "being Canadian"

Course Notice:

Faculty of Social Science policy on PLAGIARISM is attached. Students violating these guidelines can expect to incur the full weight of the penalties outlined therein. Western uses software for plagiarism checking. Students will be required to submit their written work in electronic form to "Turnitin" for plagiarism checking.

Course Text / Readings

There is no assigned course text given the thematic nature of the lectures. If you have limited background in

Canadian history, it can help to read “overviews” from any general text. A list of such texts is on the Webct site. Remember *not* to seek the “right” answers – no text in History will provide such a thing ! The website also provides very brief “headers” that outline themes emerging in the lectures.

Book for Review : [available at UWO Bookstore] [require **ONE** of the following for the book review]

Lily Cho. *Eating Chinese: Culture on the Menu in Small Town Canada* UTP 2010.

Heather E. McGregor. *Inuit Education and Schools in the Eastern Arctic* UBC Press 2010.

Peter C. van Wyck. *The Highway of the Atom* MQUP 2010.

Course Requirements : Students will be evaluated on FOUR elements: (details below)

Class participation	20 %	
Book Review preliminary sheet	5	Due : Oct. 4, 2011 <i>in class</i>
Book Review and Commentary + Turnitin	40	Due :Nov. 8, 2011 <i>in class</i>
Final Exam	35	

Class Participation : (20 %)

History is inherently interpretive, so students should think, not just listen to a litany of the “facts.” During most classes we will break into set groups to discuss issues arising from lectures and reading. After in-group discussion, ideas will be shared with the whole class. Discussions will be evaluated as follows:

Overall quality of shared classroom discussion :	4 %	
Three (3) Individual Website assignments (randomly assigned) :	12 %	[4 % each]
* postings due no later than the Friday of the week assigned		
Five (5) index card “Group comments” handed in intermittently :	4 %	

*** IF you miss discussions postings – you **MUST** contact me within a week with an acceptable excuse – I will consider any reasonable explanation ** **the WEEK limit will be applied !!** **

Writing Assignments :

Book Review Preliminary Sheet [5 %] : **One** page [2 maximum] indicating your general awareness of the book, and highlighting the main issues that you intend to pursue in your Review. The single page should be in proper English, which will be given significant attention in grading. Marking of this sheet will, hopefully, help result in a more focussed and precisely written Book Review. **DUE** : see above. Given the brevity of this assignment, no extensions. Graded as quickly as possible. No need to submit this paper to Turnitin.

Book Review with Course Commentary + Turnitin [40%] :

Eight (8) pages doublespaced – see “FORMAT” below for details Due Date : see above.

If, for good reason, you find yourself forced to hand in the paper late, consult with me **IN ADVANCE**. Late papers potentially subject to penalty of **5 %** per day including weekends. Papers will not be accepted if more than two weeks late. The paper remains “late” if you do not submit the paper to **TURNITIN** by the due date!.

Access Turnitin via the Course Webct site. **Papers not submitted to TURNITIN will NOT be returned.**

Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students 2105 SSC.) Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

Writing a Book Review with Course Commentary

Immediately below, I have included a fairly extensive discussion concerning writing book reviews. For those students who remain in doubt — be sure to email or talk to me.

Note the **COURSE COMMENTARY** feature. Within your review, you should discuss whether you better understand Canada since 1945 after reading the book. How? This section should be ONE page (or equivalent — one can “blend” the commentary into the review.) The bulk of your paper should be conventional review -- but I am looking for skills in linking a specific work to the broader elements of the course. You will **lose 10 marks** if you omit the course commentary.

Where to Start the Review? *** These suggestions are NOT in a specific “order” — they are elements common to most reviews, but can be blended in many different manners !!

First and foremost — read thoughtfully !

- ◆ read with the task in mind; don't just read “as fast as possible”
- ◆ read with a questioning outlook : while reading, note the interesting, the confusing, the original and even the boring — your notations will provide the basis of your review

Once you are ready to start writing : remember — a review is not a summary ! Your introduction can summarize the book, but not for more than 2/3 of a page.

- ◆ You do not want merely to outline what the book “says”
- ◆ Nor is a review an “essay” on the topic covered in the book
- ◆ a review is critical (positive / negative) - Basic issues include thesis, authority and overall effectiveness.

On Thesis :

- ◆ what is the author trying to argue; what is the point?
- ◆ How successful is the author with descriptive questions — who, what, when, where, how — and/or the more analytical issue of “why”? This does NOT mean just “working through” the “5Ws” in your paper — try for a more imaginative take on the book.
- ◆ In short, what were the author's goals? Were they achieved?

On Authority :

- ◆ how many ideas and arguments does the book present?
- ◆ Of what quality?
- ◆ Are the ideas/arguments consistent?
- ◆ Does the research in support of these ideas seem credible?
- ◆ Is there enough? Are the ideas and information presented clearly?

On Perspective / bias :

- ◆ is the work tainted by a clear bias that ignores or understates evidence, thus favouring one perspective; or presents statements without sufficient evidentiary support?
- ◆ Does this perspective / bias perhaps make the book better (eg. more original or questioning ?)

On Originality :

- ◆ does the book contribute something quite new to the field? This issue can be difficult for students new to history, but remember -- this is YOUR review -- if you think the work original or predictable (or indeed fascinating or boring) -- SAY SO !!
- ◆ Are there issues that might have been presented or steps taken that could have improved the book ?

On "The Rest" :

- ◆ other issues that MAY be worth discussing include (but are not limited to) format (does the book use photographs, statistics or tables, notes, bibliography, or index well?).
- ◆ Obviously, the writing itself (style / grammar / language usage) can also be commented upon.

Make it Your Review :

- ◆ Students, often lacking experience in writing reviews, may well read other related works or even other reviews; but remember, this is your opinion!!
- ◆ Having said that – it IS an academic review – just writing 8 pages arguing that you did not "like" the book without establishing how & why will result in a poor grade
- ◆ It is NOT necessary to deal with every imaginable book review issue — focus on issues that you see as important. Just be sure to make your case.
- ◆ Remember that it is YOUR case !! Do NOT comply with the views of others if you feel otherwise. Be sure NOT to "borrow" from others, in terms of content or writing – plagiarism is a VERY serious academic offense!

In sum, there are areas common to virtually all reviews; but each review also has narrower, more particular aspects. This combination, well written, should result in a good review

How You Write Matters !!!

**** if a significant number of format or writing errors mar your paper, there will be an **automatic mark deduction** *****

Format for Your Review : [marks will be deducted if format is significantly incorrect]

- ◆ Cover page optional // at start of paper (TOP of first page) – Include (as title) :
i) Author(s)' name(s) ii) Full title iii) city of publication / publisher / year/ ISBN [single space]
- ◆ number your pages // use regular spacing between paragraphs
- ◆ one issue per paragraph
- ◆ indent paragraph beginnings 5 spaces [hit "tab"]
- ◆ underline or italicize book titles, ships' names, magazine or newspaper titles
- ◆ write out numerals to eleven; then use numeral

- ◆ use Block format for Long quotes [single spaced / indented 5 spaces both sides, no quotation marks]
- ◆ avoid contractions, slang — it is an academic paper
- ◆ no need for “headers” in such a short paper
- ◆ to cite from the book being reviewed, you need only provide the page number immediately thereafter in brackets -- for example -- (123) [materials from other sources requires a full citation — I will accept any standard citation technique]
- ◆ eight [8] pages/ double spaced / regular font / margins – ie. “Times New Roman” 12 font ; “Arial” 12 font or the equivalent (overly large font penalized.) Margins – 1 inch/2.5 cm sides/top/bottom is appropriate. Leave only a double space between paragraphs, not a gap. (Short papers penalized).
- ◆ No need for a bibliography unless you have used other works
- ◆ NO plastic or other covers on the paper – just a staple left top corner

Take **TIME** to draft and edit carefully.

- ◆ check for spelling / grammar / sentence / paragraph technique
- ◆ try for clear rather than long, convoluted sentences
- ◆ one issue per paragraph / try for continuity between paragraphs
- ◆ in that vein (not vain) — be careful with colloquialism – this is an academic paper
- ◆ Get the right word : than / then ; there / their ; were / where ; lose / loose ; border / boarder
- ◆ one “delves” into topics (not “dives”) ; one is credible not “creditable”
- ◆ its (that is possessive !!) (No apostrophe) /// be careful with possessives in general
- ◆ instead of the awkward “his/her” try “their” ; possessives and plural – get them right
- ◆ simple is not a synonym for simplistic ; relevant / relative are quite different terms
- ◆ someone.... who did something (not someone that did)
- ◆ bias/biased (the author has a bias / is biased)
- ◆ “like” does not mean “such as” – “like” compares
- ◆ be careful with use of : economic /economical ; compliment /complement ; wary /weary; then /than
- ◆ “this” is linked to a noun [for example, do not just write “there was no evidence of this.”]
- ◆ they/them/their - especially when misused as replacing he/him/his or she/her/her
- ◆ avoid misuse of “actual” and “impacted” ; peaked and pique are quite different
- ◆ avoid redundancy
- ◆ books have illustrations, photographs.... not “visuals”
- ◆ works have chronologies or are chronological [not time-lines]
- ◆ read is a better verb than noun - eg. avoid the phrase “good reads”
- ◆ avoid “a lot” – use terms like much, abundant, plentiful...
- ◆ “this” and “these” generally need a noun following
- ◆ do not overuse “for the reader” or other phrases with “the reader”
- ◆ avoid verbose forms like “of the fact that” — almost always only need “that”
- ◆ avoid cliched “sophistication” like “a plethora” (if it sounds phoney or forced, don’t use it)
- ◆ use the author’s Surname
- ◆ political parties get upper case / political philosophy lower
- ◆ **these books are NOT novels !**
- ◆ first person (“I”, “in my opinion”) - OK but do not overuse — the whole paper is your opinion
- ◆ Book reviews can be written in the present tense, but events happening in the past need past tense

These issues are NOT dealt with simply by “spellchecking” - consult a dictionary or any good writers’ guide.

Good Writing is 1 % Inspiration and 99 % Perspiration !!

Final Examination : (35 %)

- ◆ Two hours // based on both lectures and texts – emphasizes broad issues, not the minutia of history
- ◆ Date : during the time period set by the University Registrar
- ◆ There are few secrets to success on an exam. But there are ways to struggle:
 - i. Trying to “catch up” at the last minute only creates substantial stress [I set the exam, not the textbook – going to class is an excellent means of gaining insights into exam issues]
 - ii. Memorizing “all data” is ineffective. History exams assess understanding: do you know why events occurred, what events led up to/ followed from events? Was there continuity and/or change?

Tentative Lecture Schedule:

* several topics extend beyond one week.

INTRODUCTION

- i : Course Expectations / Background / Settings
 - Notes : “Background” on webct site : <http://webct.uwo.ca/>
 - Discussion : What do YOU want to know ?

PART ONE Toward “Modernity”

- i : Baby & Suburban Booms Intertwined
 - Notes: “Baby Booms and More”
 - Discussion: How did “New” shape society? How did society shape them?
- ii : “...and the living is easy” : Science and technology reshape Canada
 - Notes: “Technology Shift”
 - Discussion: What is “progress” ? How were Canadians influenced by progress ?
- iii : “Oh what a feeling” : Reflecting on the Inflections of “Anglo-Canadian culture”
 - Notes: “Technology and Culture and Canada”
 - Discussion: Must there be a national culture or will imports do ?

PART TWO Identity & Rights

- i : Gender and Sexual Orientation
 - Notes : “Gender and Orientation ”
 - Discussion: How did changes in viewing Canadian women / homosexuals change Canada ?
- ii : Population “Shifts”
 - Notes : “Population Shifts : “Others, Immigrants & Multiculturalism”
 - Discussion : Who was / is a “Canadian” ?

iii : "Out of the Background": the First Nations

Notes : "First Nations"

Discussion: The First Nations: can history help heal or do the opposite ?

PART THREE Regionalism

i : *Maître chez nous* : from *Duplessisme* to modern Québec

Notes : "Quebec Seeks Her Place"

Discussion: Quebec - unique ?

ii: Regions abound : a regional case study

Notes : "ROC with an emphasis on 'a Northern Nation'"

Discussion: Is regionalism the major feature holding Canada together ?

Post ? modern Musings about Canada / Review

How to do well on the exam.

THE UNIVERSITY OF WESTERN ONTARIO
London Canada
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. 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.

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Adopted by the Council of the Faculty of Social Science, October, 1970. Revised after consultation with Department of History, August 13, 1991

General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.

4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- . Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- . If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide

verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.

. In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.

. In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.

. For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

ACADEMIC CONCERNS

. You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.

. You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.

. If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.

If you are registered in Social Science courses but registered in another faculty (e.g. Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.