



History 2124G [001]

*Sounds, Sights and Bits :*  
*Explorations in*  
*20<sup>th</sup> Century*  
*Canadian Popular Culture*

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## Contact Information

Thursday 2:30 - 4:30 pm  
Instructor: Dr. Peter V. Krats  
Telephone: 661-2111 (X84983) / messages: 661-3645

Location : Chemistry 9  
Office: Stevenson Hall 2123  
e-mail: pkrats@uwo.ca

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## Office Hours / Contacting Me:

My Office Hours are Tues. 1:30-2:30 pm and Thurs. 12:30-2:00 pm. I will be in at 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 an effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading. Phone mail messages face a longer "turn-around." Or, speak to me at class – I usually have time before or after !!!

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## Course Description

Canadian popular culture is sometimes derided as "inferior mimicry" and "derivative" of "pop culture" from south of the 49<sup>th</sup> parallel. Was (is?) that the case? Was Canadian popular culture a poor-quality imitation of American productions, or a crucial element of Canadian identity, worthy of both state-imposed "Canadian Content" regulations and financial support? This course traces the 20th century evolution of "Canadian popular culture," offering glimpses into music, film and television, sport and more. What was enjoyed, why, and was it "Canadian?" Scrutiny of our "voices, images, and more reveal histories too little known or appreciated, with both impressive originality and sycophantic imitation readily found. We will examine *popular culture* in various guises – from radio and television to film to music, sports and more. The character of that cultural product; the role of changing tastes and technologies; the influence of regulation versus free enterprise; national versus international perspectives; the changing character of the "mass" market will all come into play. Hopefully History 2124 will challenge preconceptions about Canadian popular culture in suggesting that "our" culture is more multifaceted than the caricatures provided by either nationalist "cheerleading" or dismissive rejection.

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## Course Learning Outcomes :

- ✓ identify key elements in the history of Canadian popular culture, including forces of continuity versus change; in doing so, better understanding some of forces shaping history overall
  - ✓ recognize both strengths and weaknesses in historical assessment *and* cultural views of history – learning that “the” past reflects both conventional data and a lend of myth, imagination and more
  - ✓ show an ability to assess written historical work and cultural products and to evaluate the strengths and weaknesses of both conventional and cultural historical sources
  - ✓ summarize their ideas by synthesizing issues within reports, essays and examinations
  - ✓ develop verbal and presentation skills, including both presentation and reaction to in class materials
  - ✓ begin to recognize the relevance of “pop culture” in understanding Canada in its contemporary contexts; being Canadian is more than following other cultures, yet other cultures, notably American have a significant role in shaping “Canadian-ness”
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## 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.

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## Course Requirements

### Course Text / Readings

Given the nature of the course, there is no mandatory text, although the book review book provides some context. Ask me for suggestions if you think that you’d benefit from skimming a general history of Canada.

**Book for Review :** you are expected to Review the following book : (Details on reviewing below)

Ryan Edwardson. *Canadian Content: Culture and the Quest for Nationhood*. Univ. of Toronto Press, 2008.

### Course Requirements : [details below]

Class participation	20 %	
Book Review preliminary sheet	5	Due : January 31, 2013 in class
Book Review and Commentary + Turnitin	40	Due : March 14, 2013 in class
Final Exam	35	

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### 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 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 Sunday noon after being 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 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; due in class. Given the brevity of this assignment, **no extensions**. The sheets will be graded as quickly as possible to facilitate a quality review.

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

Eight pages doublespaced – see extensive "FORMAT" details below Due Date : see above; due in class – in short, hand in a *paper* copy. Do not just upload to Turnitin..

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 more than two weeks late will not be graded. The paper remains "late" if you do not submit the paper to TURNITIN by the same date!. You can access Turnitin via the Course [OWL] website. Papers not submitted to TURNITIN will NOT be returned until that requirement is satisfied.

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](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** **Course Commentary** feature:

Within your review, you should discuss how the book "fits" the course coverage. Are you better equipped to understand Canadian popular culture after reading the book ? How ? This section should be no more than one full page (or equivalent – it is possible to "blend" the commentary into the review. The bulk of your paper should

be conventional review -- but be sure to include the course commentary-- I am looking for skills in linking a specific work to the broader elements of the course.

You will be **automatically penalized 10 %** if you neglect to provide a course commentary

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## 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, 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 and negative) of an author's work

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 in answering either descriptive questions like 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 evidence ?

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 not presented or steps that could have been made to improve 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 quality of 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 that argue that you did not "like" the book / it was boring WITHOUT establishing how & why will result in a poor grade
- ◆ It is NOT necessary to deal with every imaginable book review issue — if you feel that the index or the photographs or the covers are not relevant, focus on issues that you see as important. Just 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, whether in terms of content or the actual writing of the review -- plagiarism is a VERY serious academic offense!

In sum, there are areas common to all reviews; but each review also has more particular aspects

## FINISHING UP : or HOW YOU WRITE also matters !!!

The following section notes both format and writing issues. The goal is a well written review.

\*\* if significant format or writing errors mar your paper, there will be an Automatic Mark Deduction above and beyond the grade assigned for "writing quality" \*\*

Format :

- ◆ Cover page optional // at start of paper (TOP 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) [obviously, any materials from other sources requires a full citation — I will accept any standard citation technique] - **YOU MUST CITE SPECIFIC ELEMENTS OF THE BOOK THAT YOU USE IN YOUR REVIEW !!**
- ◆ eight [8] pages/ double spaced / regular font / margins – Please use "Times New Roman" 12 font or "Arial" 12 font (overly large font will be penalized.) For margins – 1 inch/2.5 cm all around

(sides/top/bottom) is appropriate. Leave only a double space between paragraphs, not a major gap. (Short papers will be 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 – ie. better not to call the book a “good read”
- ◆ get the correct word : than / then ; delve / dive ; where / were ; there / their ; border / boarder
- ◆ its (that is possessive !!) (No apostrophe)
- ◆ be careful with possessives in general
- ◆ instead of the awkward “his/her” try “their”
- ◆ be careful with possessives and plural
- ◆ 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
- ◆ “this” rarely stands alone – it is linked to a noun [eg. 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 piqued are quite different
- ◆ avoid redundancy
- ◆ books have illustrations, photographs.... not “visuals”
- ◆ one’s interest is “piqued” by something unusual (peaked is different)
- ◆ read is not a noun - ie. there are no “good reads”
- ◆ avoid “a lot” - use plentiful, extensive, substantial....
- ◆ credible okay / creditable no ; chronology not “time line”
- ◆ “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”
- ◆ use the author’s Surname
- ◆ political parties get upper case / political philosophy lower
- ◆ these books are NOT novels !
- ◆ first person (“I”, “in my opinion”) - do not overuse — the whole paper is your opinion
- ◆ Book reviews are often written in the present tense, but events happening in the past need past tense

NOTE that these issues are NOT dealt with simply by running the paper through the “spellchecker” on your word processor – for more insights 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 – so going to class is an excellent means of gaining insights into potential exam issues]
    - ii. Memorizing “all data” is also ineffective. History exams assess student understanding: do you know why events occurred, what events led up to/ followed from events? The degree of continuity and/or change?
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## Tentative Lecture Topics:

\* expect topic shifts – this is a very tentative list \*

### Introduction

- ◆ Considering “popular culture” – course parameters / concepts
- ◆ A quick glance at the broader Canadian experience

### Antecedents : Canadian Popular Culture Emerges from the 19<sup>th</sup> Century

- ◆ Continuing traditions of “fun”
- ◆ New Directions – Changing attitudes, markets and technologies

### “Canada’s Century” Takes Hold – Popular Culture through World War II

- ◆ Leisure Enlarged and Reinvented or in Evolution ?
- ◆ Music, Radio and Film – Canadian developments or American dominance ?
- ◆ From “Gentlemen sportsmen” to selling Sport

### The Rise of “CanCon” – Diversification but any more Canadian ? 1945 -

- ◆ “Modern” life – “modern” leisure ??
- ◆ Imitation to Inflection: Any sign of Canadian popular music ??
- ◆ Percy Saltzman to the Trailer Park Boys – Seeking “Canadian” TV
- ◆ Film : room for more than the NFB ?
- ◆ Canadian sporting experiences or money talks ?

### Conclusions and Review

- ◆ Digital Universes leave no room to be Canadian ?

*If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.*

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*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)