



2013-2014

History 2124F [001]

Sounds, Sights & Bits : Explorations in 20th Century Canadian Popular Culture

Contact / Class Information

Thursday : 2:30 - 4:20
Instructor: Dr. Peter V. Krats
Telephone: 661-2111 (X84983) / messages: 661-3645

Location : UCC 65
Office: Stevenson Hall 2123
e-mail: pkrats@uwo.ca

Office Hours / Contacting Me:

My Office Hours are Tuesday 1:30-3:30 pm and Wednesday 11:30 - 12:30 pm and Thursday 1:30-2:20 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 !!!

Course Description

Canadian popular culture is sometimes derided as "inferior mimicry" and "derivative" of "pop culture" from south of the 49th 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.

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.

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.

Course Requirements : [details below]

Class participation	20 %	
Essay proposal / tentative sources	5	Due : Oct. 3, 2013 in class
Essay see detail below !!	40	Due : Nov. 14, 2013 in class
Essay Turnitin		Due : same day
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 evaluated as follows:

Overall quality of shared classroom discussion : 4 %

Four (4) Individual Website assignments (randomly assigned) :	12 %	[3 % each]
Index card "Group comments" handed in at class :	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 :

Essay Proposal (5 %)

Length : 2 pages; Due Date : see above Proposals lose 10 % per day; at 7 days late they will still be commented upon, but are graded at "zero."

A very brief outline of your tentative essay topic. Indicate your line of thought (it is too early for a definitive thesis), and questions you expect to address. Provide a tentative list of at least six [6] key sources that will likely support your arguments.

The proposal should be written in proper English and use proper citation techniques. Thus, this task will provide a "trial run" for technical matters; in addition, a topic or thesis unlikely to succeed (too sweeping, too "narrow", too obscure,) can thereafter be adjusted to prevent "disaster" on the main paper.

Course Essay: (40 %) Due Date : see above [late papers face potential penalty of 5 % / day]

Body of Paper : Minimum Eight (8) pages double spaced [maximum 10] A good essay presents a thoughtful, well-developed argument supported by sound, well-cited research of both primary and secondary sorts. The "thesis" is the basis of the entire paper. You must make that argument clear from the start of the paper; the remainder of your paper should develop various elements of your thesis, elaborating on it and providing supportive evidence, The combination of analysis and evidence, presented in a well-written and properly formatted manner, should conclude with a succinct but strong conclusion. A conclusion does just that – it concludes – it is not a repetition of your paper.

Remember that your paper is not "handed in" until you have also submitted to Turnitin !

HOW YOU WRITE matters !!!

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

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

- ✓ Cover page : Title, Course name & number, your name & student number.
- ✓ 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).
- ✓ PROPER citations – see the Weldon library website or a guide like Mary Lynn Rampolla. *A Pocket Guide to Writing in History* if you are uncertain about citation methods for History
- ✓ Bibliography also required

- ✓ 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
- ✓ Block format 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
- ✓ 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 [ideally active voice]
- ✓ 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
- ✓ take care with: 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
- ✓ avoid "a lot" – use terms like much, abundant, plentiful...
- ✓ "this" and "these" generally need a noun following
- ✓ 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)
- ✓ political parties get upper case / political philosophy lower

These and other issues are NOT dealt with simply by "spellchecking" - consult a dictionary or a writers' guide.

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

Plagiarism : Some basic points :

- a) use your own words; make your own arguments.
- b) IF you use the words, ideas, information of another – you MUST provide citations. Exact use of words require quotation marks and a citation. Keep notes and drafts; you must produce them if asked to by the instructor. You must write your assignment in your own words.
- c) see the University policy on Plagiarism attached to the end of this syllabus

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 ?

Tentative Lecture Topics:

- * Some topics may extend beyond one class
- ** subject to change

1. Introductions / Contexts of Canadian Culture
2. Culture Contemplated
3. Glimpses of 19th Century Popular Culture
4. Popular Culture Meets Urban-industrial Capitalism
5. Tiddly Winks to “Reaching for a Lucky”: Popular Culture as Control & as Site of Contention
6. Music & Machines → Mesmerizing the Masses
7. Entertaining Canadians : Expanding Media
8. Sporting Spectacles in a Modernizing Canada
9. Contexts of “Modern” Popular Culture: W.W. II to the 1980s
10. Consuming as Progressive Popular Culture
11. Seeing It” : Images & Popular Culture in Canada, 1939-1990s
12. “Bits” of Canadian Popular Culture since the 1990s

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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 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