



2013-2014  
History 2127F (001) :

# *In Search of Canada : Postwar to Present*

Tuesday 11:30 am - 1:20 pm  
Instructor: Dr. Peter V. Krats  
Telephone: 661-2111 (x84983)

Location KB K106  
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## Office Hours / Contacting the Instructor

My Office Hours are Tuesday 1:30-3:30 pm and Wednesday 11:30 - 12:30 pm and Thursday 1:30-2:30 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 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 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"
- ✓ recognize the challenges and benefits of effective communication, both written and verbal

## 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 lecture themes.

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

Erika Dyck. *Psychedelic Psychiatry: LSD on the Canadian Prairies* University of Manitoba Press.  
 Stuart Henderson. *Making the Scene: Yorkville and Hip Toronto in the 1960s*. U. of Toronto Press.  
 Jocelyn Thorpe. *Temagami's Tangled Wild*. UBC Press.

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

Class participation	20 %	
Book Review preliminary sheet	5	Due : Oct. 1/13 in class
Book Review and <b>Commentary</b> + <b>Turnitin</b>	40	Due : Nov. 12/13 in class
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 %	
<b>Four</b> (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 why - 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.

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

**Eight (8) pages doublespaced** - extensive "how to review" in full syllabus 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 Website. **Papers not submitted to TURNITIN will NOT be returned and face serious penalty.**

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## 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 lose 10 marks if you lack a 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 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 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 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]
- ◆ 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).
- ◆ 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" 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.]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: 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 clichéd "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 & 99 % Perspiration

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### Final Examination : (35 %)

- ♦ Two hours / based on **both** lectures and texts - emphasizes broad issues, **not** 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 easy 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:

\* topics may extend beyond one week.

### INTRODUCTION

i : Course Expectations / Background / Settings

Notes : "Background" on website

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 : Economic Booms : Public & Private Economies Boom

Notes: "Economies, Canadian Style"

Discussion : Differences & Similarities in Economies - then & now

iii : "...and the living is easy" : Science and technology reshape Canada

Notes: "Technology Shift"

Discussion: What is "progress" ? How were Canadians influenced by progress ?

iv : "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 changing views of 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 ?

## Conclusion : Musings about Canadian History / Review

How to do well on the exam.

### 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](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)