



History 2128A (001) [2016-2017]

In Search of Canada : Postwar to Present

Wednesday 6:30 pm - 8:30 pm

Location SSC 3018

Instructor: Dr. Peter V. Krats

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Office Hours / Contacting Me

My Office Hours are Tuesdays 1:30 - 4:00 pm, Wednesday, 5:00 pm - 6:15, and Thursday 1:00 - 2:15 pm. I will be in other times; feel free to ask about appointments. If you “catch” me at my office, I will gladly discuss matters. I make an effort to respond to e-mails within 24 hours. Please include a clear subject heading. Phone mail messages face a longer “turn-around.” Or speak to me at class !!!

Course Description :

“I am Canadian” – so belloved “Joe” in a famous beer commercial by an American beer firm. What is “being Canadian” ? Who is Canadian ? Do we *like* “Canadian content” ? This course looks at 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 images and media. These classroom tools, combined with in class discussion should generate greater awareness of Canada’s recent past while enhancing critical thinking and communication skills. Please bring an interest in Canada and thinking to class.

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
- ✓ 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. Ask me for suggestions if you are interested in such a text. The website also provides *very* brief “headers” that outline lecture themes.

Course Requirements : Detailed explanation of course requirements follows :

Participation:	20 %	
Group Effort in class/on OWL	10	
Comments on class content	15	Due in class & Turnitin [OWL] Oct. 26, 2016
Thoughts on a Course Theme	20	Due in class & Turnitin [OWL] Nov. 30, 2016
Final Exam :	35	

Given the brevity of the papers, no extensions except from those meeting UWO criteria . There are suggestions about “good” writing practice on OWL under the “Resources” section.

Class Participation : [20 %]

History is inherently interpretive, so student groups will discuss issues arising from lectures, ideas then 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]
“Group comments” sheets handed in weekly :	4 %	

** postings due no later than Saturday noon after being assigned If you miss discussions postings contact me “asap” with a reasonable explanation ***

Group Effort on OWL : [10 %]

Each Participation Group, as a GROUP, will post their thoughts on Canadian modern history as “unravelling” in the course. Postings are the responsibility of all group members. Think of it as a mandatory “chat” within the group. Your grade is based on both the quality of the discussion and your personal contributions. Adding numerous posts in one “block” is not the route to a good grade – I’m looking for consistent effort through the term. Obviously, a good Group grade does not guarantee a student a good grade if they were not involved **December 7, 2016 is the last day that entries will count.**

Comments on Modernity Lectures: [15 %]

What were the impacts of “modernity/modernization” on Canada since 1945 ? Consider issues raised thus far in the course in answering. Be concise – papers to **be 3 double spaced pages**. No outside research required, but if used, it must be properly cited. Proper English required. **Due : in class and on Turnitin Oct. 26, 2016.**

Thoughts on a Course Theme [20 %]

Students are expected to provide a well written discussion of ONE theme emerging in the course. Possible Issues including [a] why do you see it as a key theme ? [b] what does it tell us about modern Canadian history // how did it [re]shape Canada ? [c] what makes it a “Canadian” rather than international ? Other issues are certainly possible .

Four pages, double spaced. You may do research to supplement lectures. Proper citations (any standard format) are expected. Your writing should meet university standards. [For hints about writing see the OWL site under “Resources.”] **Due: in class and on Turnitin — November 30, 2016.**

Final Examination : [35 %]

- ◆ Two hours // 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:

- ▶ 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 exam issues]
- ▶ Memorizing is also ineffective. History exams assess understanding: do you know why events occurred, what led up to/ followed from events? The degree of continuity and/or change?

Tentative Lecture Schedule:

INTRODUCTION

i : Course Expectations / Background / Settings

Notes : “Background” on website [provides data pre 1945]

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

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 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 ?

Post ? modern Musings about Canada / Review

Closing overview // how to do well on the exam.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record.

This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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