

History 2128B (001) [2017-2018]



In Search of Canada : Postwar to Present

[TENTATIVE]

Wednesday 6:30 pm - 8:30 pm

Instructor: Dr. Peter V. Krats
Telephone: 661-2111 (x84983)

Location TBA

Office : STVH 2123
e-mail: pkrats@uwo.ca

Office Hours / Contacting Me

My Office Hours TBA; 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. Be sure to 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 bellowed "Joe" in a beer commercial created by an American beer firm. What is "being Canadian" ? Who is Canadian ? Are The Weeknd or the Raptors really "being Canadian" ? Do we *even like* "Canadian content" ? This course looks at selected social themes shaping postwar Canada including technological change and modernity; immigration/multiculturalism, rights, regions as elements in a search for "Canadian" society and culture. Lectures 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. A list of such texts is on the OWL site. The website also has 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 tba
Thoughts on a Course Theme	20	Due tba
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 brief comments on Canadian modern history as "unravelling" in the course. Your grade is based on both the consistency and 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** **The day of the last class is the last day that entries will count.**

Comments on Modernity Lectures: [15 %]

What do you see as the impacts of "modernity/modernization" on Canada since 1945 ? Consider issues raised thus far in the course (to end of October) in answering. Be concise -- the discussion need only be 3 double spaced pages. No outside research required, but if used, it must be properly cited. Proper English is expected. **Due : tba**

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: tba

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
 - 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.