

## *In Search of Canada : Postwar to Present*

Thursday 1:30 – 3:20 pm

Instructor: Dr. Peter V. Krats

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Location : V210

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### Office Hours / Contacting the Instructor:

Please speak with me at class or outside class, or email if you have any doubts, concerns, questions or even if you are merely curious!! My Office Hours at Huron are immediately prior to class (1:00 - 1:20) & after (3:25 - 4:30 pm). Alternatively, try STvH 2123 on Main Campus, where my office hours are Wednesday 2:30-6:00 pm. Feel free to ask for a different time to meet. If you "catch" me at my Main Campus 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 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; bring an interest in Canada, and a willingness to think, and you are well on your way.

**Antirequisite(s):** [History 2202](#), [History 2205E](#), and the former History 2207F/G and History 2217F/G.

**Prerequisite(s):** None.

### 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 understanding "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 about possibilities. The website also provides *very* brief "headers" that outline lecture themes.

**Book for Review :** [available at UWO Bookstore]

Joan Sangster. *The Iconic North: Cultural Constructions of Aboriginal Life in Postwar Canada*. UBC Press, 2016.

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

Class participation	20 %	
Book Review preliminary sheet	5	<b>Due : January 31, 2019 In class</b>
Book Review <b>and Commentary</b> + Turnitin	40	<b>Due : March 21, 2019 in class &amp; Turnitin</b>
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 (4) Individual Website assignments (randomly assigned) :</b>	<b>12 %</b>	[3 % each]
* postings due Saturday noon of the week assigned		
Class group discussion notes :	4 %	

\*\*\* IF you miss discussions postings check with me about doing a "makeup" post \*\*\*

### 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.

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

**Eight (8) pages double spaced** - see "FORMAT" below   **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 Web site. **Papers not submitted to TURNITIN will NOT be returned and face serious penalty.**

## Writing a **Book Review** with a **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); 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 **will** be 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); Full title; 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; please do paginate

- 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 - 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 cliched "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 in the past **need** past tense

These issues are NOT dealt with by "spellchecking" - 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** minutia of history
- ◆ **Date** : during the time period set by the University Registrar (Final Exam Period April 11-30)
- 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 excellent 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?
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## Tentative Lecture Schedule:

\* topics may extend beyond one week; Discussion topics will vary

### INTRODUCTION

- i : Course Expectations / Background / Settings  
Notes : "Background" on course web site  
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 : "...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 ?
- iv : Questioning Progress: Worries about Change & Modernity  
Notes: "'Worrisome' Trends" ?  
Discussion : Does technology and change make Canada "better" ?

### 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 : Class Concerns ?  
"Egalitarian" or class driven : chasing economic equality ?

iii : Population "Shifts"

Notes : "Population Shifts : "Others, Immigrants & Multiculturalism"

Discussion : Who was / is a "Canadian" ?

iv : "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

How to do well on the exam.



### Appendix to Course Outlines

#### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

#### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another

student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

#### **(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of



medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

**Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and

may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

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 for such checking 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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning

has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

### **Mental Health @ Western**

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.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>