

HURON UNIVERSITY COLLEGE
2007-2008

HISTORY 140F (550):

Toward Today's Canada : Selected Themes, Postwar to Present

Tuesday 2:30 - 4:30
Instructor: Dr. Peter V. Krats
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HC - A1
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Office Hours / Contacting the Instructor :

Please speak with me at class or outside class, or to email if you have any doubts, concerns, questions or even if you are merely curious! I **anticipate** having **Office Hours** at Huron on **Tuesday mornings, 9:30-10:30 (room tba)**. Alternatively, try SSC 4415 on Main Campus, where my office hours are Mon 12:00-1:30 ; Tues 11:00-2:00 pm or by appointment. If you "catch" me at my office at other times, I will discuss matters if time permits. I will make every effort to respond to e-mails within 24 hours. **BE SURE** to include a clear subject heading - "spam" is ever increasing and is filtered. Phone mail messages will likely take a longer "turn-around."

Course Description :

History 140F examines selected social themes shaping postwar Canada. Topics covered include economic evolutions, immigration and multiculturalism, rights issues, regionalism, and the multifaceted search for a "Canadian" society and culture. Lectures feature PowerPoint presentations and are supported by online notes. 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.

Course Notice:

PLAGIARISM is a major academic offence. Students violating plagiarism guidelines can expect to incur the full weight of the penalties outlined therein. Students will be required to submit their written work in electronic form to "Turnitin" for plagiarism checking.

Course Text / Readings :

R. Douglas Francis et al. *Destinies* [Thomson Nelson]; abridged 5th edition [course name / # on cover]
Online Notes (on course website)

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

Franca Iacovetta. *Gatekeepers: Reshaping Immigrant Lives in Cold War Canada*. Between the Lines Press, 2006.

Peter Kulchyski. *Like the Sound of a Drum : Aboriginal Cultural Politics in Denedeh and Nunavut*. University of Manitoba Press, 2005.

Marcel Martel. *Not This Time : Canadians, Public Policy, and the Marijuana Question, 1961-1975*. University of Toronto Press, 2006.

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

Class participation	20 %	
Book Review and commentary	40	Due : November 5, 2007 IN CLASS
Final Exam	40	

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 on the basis of overall class effectiveness merged with the efforts of groups within the class:

Overall quality of shared classroom discussion + Rough Sheet “hand ins” :	5 %
Three (3) Individual Website assignments (randomly assigned) :	9 % (3 % each)
Two (2) Group Posting (randomly assigned) :	6 % (3 % each)

- * postings due no later than the Friday of the week assigned
- * Group Posting **must** include the Names of Those Who Were at Class !

Given the participation element, should you miss a discussion for a good reason, please bring it to my attention **within a week**.. Illness, accident, family emergencies and more are “good” reasons. I reserve the right to ask for documentation. **** the WEEK limit will be applied !! ****



Writing Assignment : (40%)

Students will be expected to submit a **Book Review with Course Commentary**

Due Date : November 5, 2007 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.

TURNITIN upload due by the Friday – Nov. 9 / 07 – penalties will be incurred if the paper is not turned in or uploaded after that date !

The review should be **8 pages** double spaced with normal fonts and margins on substantial paper. Your writing and form should meet scholarly expectations as outlined by the instructor. Late papers subject to penalties **adopted by the History Department at Huron College** :

1. First Day late : 3 mark deduction
2. subsequent calendar days : 2 marks per day deduction
3. No paper will be accepted if it is more than seven calendar days late.
4. Mitigating circumstances, if they arise, must be discussed with the instructor **before** the submission date. “*I’ve had an awful lot of work*” is NOT a mitigating circumstance.
5. Medical certificates must be signed by a doctor and must specify the period during which the student was unable to perform academic work.
6. The paper due **IN** class — papers handed in to Essay Box will lose 1 %.

Intellectual Honesty :

Be sure **NOT** to “borrow” from others, whether in terms of content or the actual writing of the review —

plagiarism is a VERY serious academic offense and will be treated as such! If in any doubt as to nature of this offence, consult your instructor or the *Dartmouth Handbook on sources : Their Use and Acknowledgement* available in the Huron College Library. Plagiarism will be punished according to the schedule of penalties adopted officially by the Faculty of Arts and Social Sciences of the College.

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 will **lose marks** if you omit the 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 like who, what, when, where, how and/or the more analytical issue of “why”?
- ◆ 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?

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 that could have improved 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 :

- ◆ 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]
- ◆ 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
- ◆ use **Block** format for **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) [obviously, any materials from other sources requires a full citation — I will accept any standard citation technique]
- ◆ **eight [8] pages/ double spaced / regular font / margins** – Please use “Times New Roman” 12 font ; “Arial” 12 font or the equivalent (overly large font will be penalized.) For margins – 1 inch/2.5

cm all around (sides/top/bottom) is appropriate. Leave only a double space between paragraphs, not a major gap. (Short papers will be penalized).

- ◆ 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
- ◆ than / then
- ◆ its (that **is** possessive !!) (No apostrophe)
- ◆ be careful with possessives in general
- ◆ there / their
- ◆ instead of the awkward "his/her" try "their"
- ◆ possessives and plural
- ◆ 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 use of : economic / economical
 - ◆ compliment / complement – another favourite error – wary / weary
- ◆ "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 piqued are quite different
- ◆ avoid redundancy
- ◆ books have illustrations, photographs.... not "visuals"
- ◆ one's interest is "piqued" by something unusual (peaked is different)
- ◆ read is not a noun - ie. there are no "good reads"
- ◆ "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"
- ◆ use the author's **Surname**
- ◆ political parties get upper case / political philosophy lower
- ◆ these books are **NOT** novels !
- ◆ first person ("I", "in my opinion") - 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 and 99 % Perspiration !!**

**** REMEMBER TO SUBMIT YOUR PAPER ELECTRONICALLY TO "TURNITIN" ****
– you can access the site via the Course website

Final Examination : (40 %)

- ◆ Two hours // based on **both** lectures and texts – emphasizes broad issues, **not** the minutia of history
- ◆ **Date** : during the time period set by the Huron 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 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?

Tentative Lecture Schedule:

- suggested readings from Course text & “notes” ** topics may extend to two weeks
- *** website tba in class

Introduction

- i : Course Expectations / Background / Settings
 - Reading : see “Time Lines” on various themes / eras : Custom *Destinies* 344;375; 402; 452; 456; 488; 515. Two sections of *Destinies* focus mainly but not exclusively on politics that do link with our discussions – 354-358; 390-397.
 - Notes : “Background”
 - Discussion : Forming the Groups

Toward “Modernity”

- i : Baby & Economic Booms Intertwined
 - Reading: Custom *Destinies*, 345-354;363-364; 375-381; 386-389.
 - Notes: “Postwar Social Change”
 - Discussion: How did the young “Boomers” shape society? How did society shape them?
- ii : “...and the living is easy”: Science and technology reshape Canada
 - Reading: Custom *Destinies*, 346 [bottom]; 542-547.
 - Notes: “Progress Everywhere”
 - Discussion: What is “progress” ? How were Canadians influenced by progress ?
- iii : “Oh what a feeling”: Reflecting on the Inflections of “Anglo-Canadian culture”
 - Reading: Custom *Destinies*, 364-368; 381-382; 535-542.
 - Notes: “Canadian Content versus the Economics of Culture”
 - Discussion: Must there be a national culture or will imports do ?

Identity & Rights

- i : Gender and Sexual Orientation
 - Reading: Custom *Destinies*, 360-362; 383-385; 530-534.
 - Notes : “Gender and Orientation ”
 - Discussion: Comparing the history of Canadian women and Canadian homosexuals
- ii : Population “Shifts”
 - Reading: Custom *Destinies*, 489-509; 528-529; 543.
 - Notes : “Immigrant Experiences ” ; “Societal Trends since 1970”

Discussion : Demography drives history ? True or false ?

iii : “*Out of the Background*”: the First Nations

Reading: Custom *Destinies*, 402-420.

Notes : “First Nations”

Discussion: The First Nations: can history help heal or do the opposite ?

iv : The “Salience of Class” Canadian style – rights & economic forces intertwined

Reading : Custom *Destinies*, 358-362; 389-390; 393; 431-433; 435; 515-517; 519-527; 534; 543.

Notes : “Postwar Social Welfare & Economy”; “Toward Globalism”; “Class in Canada”

Discussion: Which “sort” of rights matter most ? Is there a right not to be impoverished ?

Regionalism

i : *Maître chez nous* : from *Duplessisme* to modern *Québec*

Reading: Custom *Destinies*, 426-452; 518-519.

Notes : “Quebec Seeks Her Place”

Discussion: Quebec - unique ?

ii: Regions abound : a regional case study

Reading: Custom *Destinies*, 352 [Nfld]; 355 [North]; 456-483.

Notes : “Regions abound in `a Northern Nation”

Discussion: Is regionalism the major feature holding Canada together ?

Post ? modern Musings about Canada / Review

Notes : Topic “Very Recent Past”

Discussion : Success on the exam

STUDENT RIGHTS:

Should you be dissatisfied with your mark, you may appeal the mark to the Chair of History.

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in the course, you will 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.

Plagiarism

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the *Huron College Statement on Plagiarism* available at the reference desk in the HUC Library and at

http://www.huronuc.ca/research_guides_and_handouts

In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library. Information about these resources can be found at

http://www.huron.uc.ca/library/research_guides_and_handouts

Plagiarism detection software may be used in this course. Students may be required to submit their written work in electronic form.

Academic Counselling

History Students registered at Huron who require counselling about their program of study should arrange to meet with Ms. Debbie Chadwick, Academic Counsellor, and on related matters (eg. appeals, letters of permission, special permission) should contact the Chair of the Department of History.

Electronic Technology

It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, 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.