

HURON UNIVERSITY COLLEGE  
2009-2010

HISTORY 2217F (550):

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

Monday 10:30 -12:30  
Instructor: Dr. Peter V. Krats  
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HC - A1  
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### Office Hours / Contacting the Instructor :

Feel free to 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 Monday 10: 00 to class and 12:30-1:00 and Tuesdays, 2:30- 3:30 (room A8). Alternatively, my regular office is SSC 4415 on Main Campus, where my Office Hours are Mon. 3:45 - 6:00; Tues. 1:30-2:30; Wed. 1:00 - 2:00; Thurs. 1:00 - 2:00. Or feel free to speak with me about an alternative time. If you "catch" me at my office at other times, I will gladly discuss matters time permitting. I make every effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading – "spam" is filtered. Phone mail messages likely face a longer "turn-around."

### Course Description :

History 2217F examines selected social themes shaping postwar Canada. Topics covered include technological 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 Text / Readings :

R. Douglas Francis et al. *Destinies* [Nelson]; **abridged** 6<sup>th</sup> edition [termed "Custom Edition"]  
Online Notes (on course website)

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

Dominique Clement. *Canada's Rights Revolution* UBC Press, 2008  
Bryan D. Palmer. *Canada's 1960s : The Ironies of Identity in a Rebellious Era* U. of Toronto Press, 2009  
Mary Jane Miller. *Outside Looking In : Viewing First Nations Peoples in Canadian Dramatic Television Series* McGill-Queen's University Press, 2008.

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

Class participation	20 %	
Book Review and commentary	40	Due : Nov. 2, 2009 IN CLASS <b>Turnitin</b> must be uploaded by same date
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 :	4 %
Rough sheets from Groups + Attendance )	4
Three (3) Individual Website assignments (randomly assigned) :	12 % (4 % each)
* postings due no later than the Friday of the week assigned	

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 2, 2009 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 as noted below. Being late with the electronic submission to Turnitin is the equivalent of handing in the paper copy late.

**Papers not submitted to TURNITIN will NOT be returned until that requirement is satisfied.**

The review should be 8 pages double spaced with normal fonts and margins on substantial paper. Format expectations are listed in some detail later in this syllabus.

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 or otherwise later the due date 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 !!!

\*\* a significant number of format or writing errors will lead to 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 !!**

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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:

\* topics may extend beyond one week

\*\* readings from Course text & "notes" . Alternatively, you may prefer to read the book as written, keeping in mind relevant sections as they are encountered in the course.

### Introduction

#### i : Course Expectations / Background / Settings

Reading : Portions of the text focussing upon political and labour issues are not assigned to a specific week, but may aid in understanding the overall history of Canada's recent past. These sections include pages: 364-370; 396; 400-407; 411-413; 510-513; 515-524; 542-551.

Notes : "Background" [ on webct site : <http://webct.uwo.ca/> ]

### Toward "Modernity"

#### i : Baby & Suburban Booms Intertwined

Reading: Custom *Destinies*, 354-370; 374-375; 378-379; 386-394; 413.

Notes: "Baby Booms and More"

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*, 410-411; 535-537; 564-572.

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"

Reading: Custom *Destinies*, 375-378; 397-400; 529-533; 560-564.

Notes: "Technology and Culture and Canada"

Discussion: Must there be a national culture or will imports do ?

### Identity & Rights

#### i : Gender and Sexual Orientation

Reading: Custom *Destinies*, 370-373; 394-396; 524-528; 558-559.

Notes : "Gender and Orientation "

Discussion: Comparing the history of Canadian women and Canadian homosexuals

#### ii : Population "Shifts"

Reading: Custom *Destinies*, 482-505.

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

Discussion : Demography drives history ? True or false ?

#### iii : "Out of the Background": the First Nations

Reading: Custom *Destinies*, 418-443.

Notes : "First Nations"

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

## Regionalism

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

Reading: Custom *Destinies*, 448-476.

Notes : "Quebec Seeks Her Place"

Discussion: Quebec - unique ?

ii: Regions abound : a regional case study

Reading: Custom *Destinies*, 365-366; 407-410; 513-514; 551-554.

Notes : "ROC with an emphasis on `a Northern Nation'"

Discussion: Is regionalism the major feature holding Canada together ?

## Post ? modern Musings about Canada / Review

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

## Course Notices:

### Medical Absences:

For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that s/he was seriously affected by illness and could not reasonably be expected to meet her/his academic responsibilities. Huron students should take their medical documentation to the Academic Counsellor, Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of accommodation requested. Documentation for non-Huron students must be submitted as soon as possible to the student's Faculty Dean's Office. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor(s). Academic accommodation will be granted only where the documentation indicates that the onset, duration, and variety of the illness are such that the student could not reasonably be expected to complete her/his academic responsibilities. The UWO Student Medical Certificate [SMC]

([http://studentservices.uwo.ca/secure/medical\\_document.pdf](http://studentservices.uwo.ca/secure/medical_document.pdf)) and Request for relief

(<http://www.huronuc.ca/pdf/AcademicCounselingRequestforReliefFormMar08.pdf>) are available at the Student

Centre Website (<http://studentservices.uwo.ca/secure/index.cfm>), the Huron University College Academic Counseling website ([http://huronuc.ca/faculty\\_arts\\_social\\_science/academic\\_counseling/](http://huronuc.ca/faculty_arts_social_science/academic_counseling/)) or from the Academic Service Centre at Huron.

For the full policy on Accommodation for Medical Absences, see

[http://www.uwo.ca/universec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/universec/handbook/appeals/accommodation_medical.pdf)

Non-Medical Absences and Medical Grounds for work representing less than 10 % of Grade :

If a student is unable to meet a deadline for reasons beyond her/his control, s/he should discuss the matter with the instructor in advance and give adequate justification. The student should submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following an emergency.) Students are protected under the Official Student Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, supporting documentation may have to be submitted to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

### 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 this 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.

### 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/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf)

### 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 University College Statement on Plagiarism, available at the reference desk in the HUC Library and at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. 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.huronuc.ca/library/research\\_guides\\_and\\_handouts](http://www.huronuc.ca/library/research_guides_and_handouts)

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.

### 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.

### Program and Academic Counselling

History students registered at Huron who require advice about modules and courses in the History Department should contact Dr. Fang, Chair, [jfang9@huron.uwo.ca](mailto:jfang9@huron.uwo.ca), V126, 519-438-7224 x239. Students should contact Debbie Chadwick or Kent Robinson, Academic Counsellor on other academic matters. See the Academic Counselling website for information on services offered.  
[http://www.huronuc.on.ca/faculty\\_arts\\_social\\_science/academic\\_services\\_centre/academic\\_counselling\\_contact\\_and\\_services](http://www.huronuc.on.ca/faculty_arts_social_science/academic_services_centre/academic_counselling_contact_and_services)