

HISTORY 2286-A01 Modern Canada

Fall 2014

3.00 Credit Hours. This is a Writing (W) course.

Instructor: Dr. Jody Perrun

Time slot: MWF, 11:30am - 12:20pm

Location: 213 Tier

Office hours: by appointment, 410 Fletcher Argue

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Course Description

This course surveys the economic, social, and political history of Canada from the First World War to the recent past. Themes may include the rise and decline of the welfare state in Canada; the political and constitutional developments that facilitated it; and the challenges to it from French-Canadian nationalism, regional protest movements, and socialism; Canada's participation in warfare, its place in postwar international relations, and its shift in dependence from Great Britain to the United States.

Recommended Texts

For essays and seminars, students will require access to:

P.E. Bryden et al., *Visions: The Canadian History Modules Project, Post-Confederation* (Nelson, 2011).

J.M. Bumsted, Len Kuffert, and Michel Ducharme, eds., *Interpreting Canada's Past: A Post-Confederation Reader*, 4th ed. (Toronto: OUP, 2012).

There is no required textbook for this course, but I recommend using a standard survey, such as one of the following:

J. M Bumsted, *The Peoples of Canada: A Post-Confederation History*, 4th ed. (Oxford UP, 2014).

R. Douglas Francis et al., *Destinies: Canadian History Since Confederation*, 7th ed. (Toronto: Nelson, 2012).

Additional texts may be found on library reserve.

I also recommend a style guide eg. Kate Turabian, *A Manual for Writers of Research Papers* or Margot Northey, *Making Sense: A Student's Guide to Research and Writing*.

Course Requirements

essay #1 (6 pages, at least 1500 words)	20%	Friday, 3 October
mid-term test	15%	Friday, 24 October
essay #2 (6-8 pages, 1500-2000 words)	30%	Friday, 14 November
seminars (5 X 1%)	5%	various dates
final exam	30%	TBA

Essay instructions will be disseminated in class. Seminar assignments will each require group discussion and a written response to assigned readings. Value for each seminar assignment is 1%, and late submissions will not be accepted. The final exam will expect students to demonstrate their familiarity with course readings and issues raised in lectures and seminar discussions. Students may be asked to show identification when writing tests and exams.

Regular attendance in class and completion of required readings in advance are obviously prerequisites for success.

Since this is a course that meets the University Senate's *W* requirement, all essay assignments must be completed with a passing grade in order to pass the course.

Late Submissions

Unauthorized late assignments (ie. lacking prior permission or a doctor's note) are not acceptable. Late submissions will be penalized one grade level per day – for example, a B+ paper submitted one day late would receive a B. Papers submitted more than a week late without authorization will normally be given a grade of zero.

Voluntary Withdrawal Date: Wednesday, 12 November 2014. Evaluative feedback will be provided in advance.

Academic Regulations

Students should acquaint themselves with university regulations and policies on plagiarism (using the work of others and passing it off as their own), cheating, and academic misconduct. Please see Section 8 of the General Academic Regulations in the online University Calendar and Catalog.

The common penalty in Arts for plagiarism on a written assignment is a grade of *F* on the paper and a final grade of *F (DISC)* (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is *F* for the paper, *F (DISC)* for the course and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Technology

Laptops may be used for taking notes ONLY. Please turn off any other devices.

Class Decorum

Please be respectful of your fellow students and the instructor, and refrain from eating or other distracting activities.

Grading Scale

A+ 90-100	C+ 66-69
A 80-89	C 60-65
B+ 76-79	D 50-59
B 70-75	F 49-0

Students wishing to appeal a grade for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Paragraphs

Essays must have an introductory paragraph. This introduction should provide some context, the “big picture” which frames your discussion. It must have a clear thesis statement or argument – the thesis answers the questions “so what?” or “what’s the point?” Finally, the introduction should provide some signals as to the structure of your paper, a road map of sorts to give the reader a sense of what lies ahead.

Subsequent paragraphs should develop the reasoning behind the thesis. They must all be clearly related to the thesis, and to each other, by transitional phrases and a logical progression from one idea to the next. A concluding paragraph should tie your ideas together and bring closure to your argument.

Clarity

Write clearly and simply. English is a language that favours simplicity. If one can express the same thought in fewer words it is usually better to do so. Do not assume an expert reader.

The articulation of your argument is very important. While having good ideas is a strong first step to a well-constructed assignment, the ability to communicate them in a clear, concise, and precise manner is equally important. Papers which have errors in sentence construction, punctuation, spelling, word choice, reference formats, etc. usually receive C’s or D’s. Clarity of expression is crucial to a passing grade on any assignment.

No abbreviations or contractions should be used in formal writing. Avoid colloquial or idiomatic expressions since they are imprecise and their meaning may vary.

Avoid acronyms whenever possible. When it is too cumbersome to write out the name or title in full each time, do so at the first use, with the acronym following immediately afterward in parentheses. The acronym may then be used in subsequent passages. For example, “In Normandy, Eisenhower’s Supreme Headquarters Allied Expeditionary Force (SHAEF) . . .” Names of wars should never be written as WW1, WWII, etc. – which sounds like the sequel to a sporting event.

Revising

After writing your draft, go over it carefully to make sure that throughout the paper you have maintained the focus and line of argument indicated in the introduction.

Proofread. Look for improper capitalization, spelling and punctuation errors, noun-verb and noun-pronoun agreement problems, etc.

Formatting

All assignment submissions must be typed using 12-point font, double-spaced, with one-inch margins, a title page, references, and page numbers. Indent the first line of paragraphs rather than add spaces between them. Do NOT exceed specified word or page limits. Use footnotes and follow the Chicago style for reference citations. Do NOT use endnotes and do NOT use parenthetical citations as in the MLA and APA styles. Papers that are not stapled will not be accepted.

Citations

Direct quotations should be used sparingly, to illustrate or prove your point rather than make it for you. When referring to other sources in your text, article titles should appear inside quotation marks. Book titles should be italicized or underlined. For example:

Haycock argues, in “Recruiting, 1914-1916”, that . . .”

Murray Peden’s *A Thousand Shall Fall* is one of the finest memoirs written by a member of Bomber Command.

Use footnotes rather than end notes. This is a personal preference – for other courses, end notes may be perfectly acceptable.

When citing sources in your **notes**, the correct format is as follows:

¹Desmond Morton, *A Military History of Canada: From Champlain to Kosovo*, 4th ed. (Toronto: McClelland & Stewart, 1999), 133.

Note that the author is separated from the title with a comma, not a period. Likewise the title from the publication information, and the publication information from the page number. The title is not followed by a period. The first line is indented, and the author’s name appears first-name-first. The publication information is enclosed in parentheses.

Subsequent references to the same source can make do with just the author’s last name and the page number, as long as there is only one source cited by that author.

For an article in a collection:

²A.M.J. Hyatt, “Corps Commander: Arthur Currie,” in Marc Milner, ed., *Canadian Military History* (Toronto: Irwin, 1998), 97-119.

When citing sources in your **bibliography**, the list is ordered alphabetically. The author’s name appears last name first, followed by a period. The title is also followed by a period. The publication information does NOT appear in parentheses. Use hanging indentation (only subsequent lines are indented). For example:

Hyatt, A.M.J. “Corps Commander: Arthur Currie.” *Canadian Military History*, Marc Milner, ed. Toronto: Irwin, 1998. 97-119.

Morton, Desmond. *A Military History of Canada: From Champlain to Kosovo*, 4th ed. Toronto: McClelland & Stewart, 1999.

Electronic Resources

Students may use legitimate academic websites for research. Wikipedia is often unreliable and therefore not suitable as a basis for academic work. The same caution applies to blogs and a variety of privately maintained websites. Websites published by reputable institutions such as governments, archives, universities, or museums can often be

helpful, but students must carefully assess the value and accuracy of such resources. Websites reproducing primary archival documents or newspapers are generally acceptable. Electronic resources must be properly referenced in similar format to print works – give (where possible) the author’s name, page title, publishing institution, URL address and date accessed, as per the following example.¹ In any case, electronic resources should be used sparingly and should constitute no more than one quarter of the sources cited in the essay.

Evaluation

Student work will be evaluated based on clarity of communication and demonstrated understanding of and critical engagement with the material. Written assignments should do more than simply repeat the information you have read in the readings or the course notes; they should also reflect your own thoughts and responses to the material.

In case of computer or other technical failure, discuss the problem with me IMMEDIATELY and be prepared to provide notes or previous drafts, if asked. Keep backup files in a separate location in case your computer malfunctions or is stolen. Keep all research materials and a second copy of your work until the assignment is returned. Keep all graded written work until you receive your final grade at the end of the course. Essays are subject to an oral examination at which you may be asked to show your research notes.

¹Laura Brandon, “History as Monument: The Sculptures on the Vimy Memorial,” Canadian War Museum, www.warmuseum.ca/cwm/vimy/sculptures_e.html, accessed 20 November 2006.

Course Schedule (subject to change; time constraints may preclude discussion of some topics)

Week of:

Fri., 5 September: course introduction

Mon., 8 Sept.: Canada and the First World War

Mon., 15 Sept.: domestic and international issues in the 1920s

Seminar 1: regionalism in the interwar period

E.R. Forbes, "The Origins of the Maritime Rights Movement," in Francis and Smith, eds., *Readings In Canadian History: Post-Confederation*, 5th ed. (Toronto: Harcourt, 1998), 322-332.

Nelson Wiseman, "The Pattern of Prairie Politics," in Francis and Smith, eds., *Readings In Canadian History: Post-Confederation*, 5th ed., 305-321.

Mon., 22 Sept.: the "Dirty Thirties"

Seminar 2: *Visions*, Module 7, Canada in the 1930s

Mon., 29 Sept.: the Second World War

Fri., 3 Oct.: ****essay 1 due****

Mon., 6 Oct.: Canada and the World after 1945

Mon., 13 Oct.: no class. Thanksgiving.

Weds., 15 Oct.: the Post-War Boom

Seminar 3: Gender and the Consumer Society

Robert Rutherford, "Fatherhood, Masculinity, and the Good Life During Canada's Baby Boom, 1945-1965," in Francis & Smith, eds., *Readings In Canadian History: Post-Confederation*, 7th ed., 481-498.

Veronica Strong-Boag, "Home Dreams: Women and the Suburban Experiment in Canada, 1945-1960," in Francis and Smith, eds., *Readings In Canadian History*, 7th ed., 460-480.

Mon., 20 Oct.: Canada and the United States

Fri., 24 Oct.: ****mid-term test****

Mon., 27 Oct.: Crises at Home and Abroad: Quiet Revolution and Cold War

Mon., 3 Nov.: Trudeau and Quebec

Seminar 4: Multiculturalism and Canadian Identity

John Harles, "Multiculturalism, National Identity, and National Integration: The Canadian Case," in R. Douglas Francis and Donald B. Smith, eds., *Readings In Canadian History: Post-Confederation*, 7th ed. (Toronto: Nelson, 2006), 511-532.

Howard Palmer, "Reluctant Hosts: Anglo-Canadian Views of Multiculturalism in the Twentieth Century," in R. Douglas Francis and Donald B. Smith, eds., *Viewpoints: Readings in Canadian History* (Toronto: Nelson, 2007), 321-334.

Mon., 10 Nov.: Mulroney, the Constitution, and Free Trade

Fri., 14 Nov.: ****essay 2 due****

Mon., 17 Nov.: Canada in the post-Cold War World

Mon., 24 Nov.: Aboriginal Rights and Claims

Seminar 5: *Visions*, Module 8, Residential Schools

Mon., 1 Dec.: Contemporary Canada

Weds., 3 Dec.: final class. Course review.