



HIST*3180 Canada Since 1945

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 10, 2019

1 Course Details

1.1 Calendar Description

This course provides an in-depth examination of political, social, cultural, and economic changes in Canada since the Second World War. Particular attention will be paid to the increased diversity of the Canadian population, the development of Canadian institutions, and the changing role played by Canada in the world.

Pre-Requisites: 7.50 credits

1.2 Course Description

This course provides an in-depth examination of political, social, cultural, and economic changes in Canada since the Second World War. Particular attention will be paid to the increased diversity of the Canadian population, the development of Canadian institutions, and the changing roles played by Canada in the world. We will be examining the impact of both the baby boom and significant changes in immigration policy on Canadian institutions. Significant attention will also be paid to Canadian foreign policy, and Canada's changing interactions with its major allies. The emergence of a new "Canadian" culture as a result of demographic changes, social movements, public policy and constitutional reform will also be discussed.

1.3 Timetable

Monday and Wednesday 10:00 - 11:20 am

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest

information.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Matthew Hayday
Email:	mhayday@uoguelph.ca
Telephone:	+1-519-824-4120 x56052
Office:	MCKNEXT 2003
Office Hours:	Mondays 1:30-3:00 pm and by appointment.

3 Learning Resources

3.1 Required Resources

Anastakis, Dimitry. Re-Creation, Fragmentation, and Resilience: A Brief History of Canada since 1945. Toronto: Oxford University Press Canada, 2017. (Textbook)

3.2 Additional Resources

Korinek, Valerie. Prairie Fairies: A History of Queer Communities and People in Western Canada, 1930-1985. Toronto: University of Toronto Press, 2018. (Other)
Option #1 for book review assignment.

Mahood, Linda. Thumbing a Ride: Hitchhikers, Hostels, and Counterculture in Canada. Vancouver: UBC Press, 2018. (Other)
Option #2 for book review assignment.

Sethna, Christabelle, and Steve Hewitt. Just Watch Us: RCMP Surveillance of the Women's Liberation Movement in Cold War Canada. Montreal: McGill-Queen's University Press, 2018. (Other)
Option #3 for book review assignment.

Tunncliffe, Jennifer. Resisting Rights: Canada and the International Bill of Rights, 1947-76. Vancouver: UBC Press, 2019. (Other)
Option #4 for book review assignment.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Identify and explain key factors and forces that have shaped the development of

Canadian society, culture, politics, economics and international relations from the Second World War to the present day.

2. Work with and interpret primary source materials in Canadian history.
 3. Explain how the historiography of the post-1945 period in Canadian history is evolving and changing to take account of new types of sources and theoretical models.
 4. Communicate your ideas orally in a more effective manner, and guide others in discussion of complex concepts, through experience gained by regular participation in class discussions.
 5. Communicate your ideas more effectively in written form, and hone your analytical abilities, through skills developed by writing an essay proposal, a book review and an essay.
-

5 Teaching and Learning Activities

Please see the supplementary syllabus document for the week-by-week listing of lecture topics and required readings for the in-class discussions.

6 Assessments

6.1 Assessment Details

Essay Proposal (10%)

Date: Mon, Feb 3

Learning Outcome: 1, 2, 3, 5

A brief assignment where you select your essay topic (see #3), and identify the main questions and issues you will address. See the detailed handout for a description of the options for the essay assignment and the requirements for the proposal.

Book Review (15%)

Date: Mon, Mar 2

Learning Outcome: 1, 3, 5

A 1000-1250 word critical book review of one of four books dealing with an aspect of post-1945 Canadian history. See detailed handout for instructions.

Research Essay (35%)

Date: Mon, Mar 16

Learning Outcome: 1, 2, 3, 5

An analytic paper of 3000-4000 words (plus footnotes), typed, double-spaced, with appropriate footnotes and bibliography. A list of suggested topics is included in the handout for the essay proposal. You may choose your own topic with the written permission of the professor. See handout for further detail and instructions.

Engagement and Participation in Discussions (20%)

Learning Outcome: 1, 2, 3, 4

Active participation in in-class and online discussions of the assigned articles. Students are expected to prepare notes on the readings in response to posted questions in advance of the in-class discussions, and revise these notes during the in-class discussions. Students must submit these discussion notes either in hard-copy or through Dropbox for a minimum of 15 of the 20 in-class discussion sessions regarding the assigned readings and videos to earn a maximum of a “B” on this element of the course grade. To earn a higher grade (B+ or higher), they must also participate verbally in the in-class discussions on several occasions. **Only students who are present for the in-class discussions are permitted to submit their discussion notes for credit – these are intended to be preparation for the in-class discussions, and evidence of what you learned from those discussions.**

Final Exam (20%)

Learning Outcome: 1, 2, 3, 5

Date and format to be announced in class.

7 Course Statements

7.1 POLICY ON LATE ASSIGNMENTS AND EXTENSIONS

Assignments are due in class on the due date listed above. Late assignments will be penalized 5% of the value of the assignment per day (24 hours), including weekend days. Late assignments will not be accepted after 7 days. If you need to hand in a late assignment, you must upload it to DropBox to indicate when it was finished and then hand in a hard copy at the first possible opportunity. Late assignments will be considered to be received as of the date and time registered on DropBox. Essay extensions will only be considered if a student has written documentation from a doctor or B.A. Counsellor. No extensions will be granted on the basis of workload. Non-medical extensions must be approved at least three days before the deadline, and will not be approved after that point in fairness to the rest of the class.

7.2 HANDING IN AND GETTING BACK PAPERS/ASSIGNMENTS:

Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. Students must also submit an electronic version of their research papers and book reviews to DropBox on Courselink (see details about Turnitin below). The student must keep copies of any submitted assignments. Late papers may only be placed through the open slots in the mailboxes of faculty members at the student’s own risk. Mailboxes for regular faculty members are located in Room 2009 MacKinnon Extension and are accessible 8.30 a.m. – 4.00 p.m. Mon.-Fri. Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. Under no circumstances should the wire baskets outside professors’ offices be used to deposit student papers.

7.3 Turnitin

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

7.4 Email Communications with Professor Hayday

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: email is the official route of communication between the university and its students. Students are also expected to regularly check the CourseLink page for announcements. When emailing professors, clearly identify the course number in the subject of your email. Please email your professor directly for requests for appointments. Please do not expect immediate response to your emails. Dr. Hayday will make every effort to reply to emails within one day if sent on a weekday, and by Monday afternoon if sent after Friday afternoon.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
