

HIST 3800 A01 Term 1 2015

History of Winnipeg

Tuesday/Thursday 11:30-1:15

114 St John's College

Instructor Information

Prof. Esyllt Jones

244 St. John's College

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Office Hours: Monday 10:30-12:00

Course Description:

This course examines selected topics in the social history of Winnipeg, from settler-indigenous contact to the post-World War II period. Topics covered include the history of Treaty 1 (the 'Stone Fort' Treaty), Métis displacement, immigration, public health and social welfare, labour unrest, and post-war suburbanization. Students will do hands-on historical research.

Students can expect to learn something about the following:

- Aspects of Winnipeg's social and economic history, including the history of urban development, working class and immigrant experiences, and Aboriginal peoples.
- Where to find and how to use primary sources in local history
- Methods of interpreting textual, oral and visual primary sources

Course Structure:

In the first part of the term, we will explore the city's early colonial and frontier development, issues in early urban growth, Winnipeg's multi-ethnic experience, and social inequality and conflict. We will also discuss the narrative of Winnipeg's decline and fall, the nature of growth and expansion after World War II, and the re-growth of the city's Aboriginal population beginning in the 1950s.

The class will feature lectures, and class discussion of assigned readings. We will also learn and practice the historian's craft, through primary document analysis, newspaper and archival research, and a collaborative research project on the history of Winnipeg.

Textbooks:

History of Winnipeg *Course Reader*. Available for purchase at the University of Manitoba Bookstore.

Theodore Fontaine. *Broken Circle: The Dark Legacy of Indian Residential Schools. A Memoir*. Victoria: Heritage House Publishing, 2010.

Evaluation:

Written Assignments:

Photograph Analysis: due Thursday, **November 5**

Length: 1000 words (4 double spaced pages)

Value: 20% of course grade

Research Project: due **Tuesday December 8**

Length: 2000 words (8-10 double spaced pages)

Value: 30% of course grade

Exams:

Midterm examination: **Tuesday, October 27**

Value: 20% of course grade

Final Examination: TBA (during the examination period)

Value: 30% of course grade

Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of **November 18, 2015**.

Grade Distribution:

A+ = 85+

C+ = 66-69

A = 80-84

C = 60-65

B+ = 76-79

D = 50 - 59

B = 70-75

F = 49 -

Rules and Policies:

Late Penalties

There is NO penalty for late written submissions in this class. If you are not submitting your work on the due date, please be in touch with me with a progress report. Papers will not be accepted after the last day of lectures, December 9, 2015. The only exceptions to this rule are students who have received an "incomplete" from her/his Faculty.

Academic Integrity

All written work submitted for this course must be original. Students are advised to consult the

University of Manitoba regulations, as outlined in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar & Catalog, regarding plagiarism, cheating and impersonation. The common penalty in Arts for plagiarism in a written assignment, test, or examination is F on the paper and F (DISC for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department 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.

Grade Appeal

Students who wish to appeal a grade given for term work must do so within TEN (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.

A note about the instructor, and my approach to teaching

I am trained as a Canadian historian, and a Winnipeg historian, so this course falls under my area of research specialization. Most of my own work has been in two areas: the history of the 1918-1919 influenza pandemic in Winnipeg, and the relationship between social class and health. I am currently writing a book on the history of socialized medicine in Canada.

My approach to this class is pretty straightforward. I believe in active learning. Your participation is important. The things you will remember from this class will be the things you teach yourself, with my help, and in discussion with fellow students. I lecture mostly to give you the background you need to understand the readings, and to help you write your papers.

Helping students to improve their academic skills is important to me. As members of a discipline in the humanities, historians appreciate elegant writing. I encourage students to share their essay drafts with me and receive feedback. I will work with you to improve your writing. For those of you who are worried about your written communication skills, it is important to remember that writing improves with practice. Some people are just ‘born’ good writers, but most of us have to work at it.

I value one-on-one contact with students. This is a relatively small class, so take advantage of it. When you have a moment, come and see me during office hours (see the beginning of this syllabus), or set up an appointment, so that we can become acquainted. Even if you never come to see me outside of class, I will try to notice each individual student. I will know whether you attend class regularly, how much you participate, and roughly how well you are doing in the class. I am terrible with names, but this does not mean I am not aware of you.

What is expected of you?

I expect my students to pay attention and engage in class. In an upper-year course, students shape the class atmosphere as much as the professor. I am aware that speaking in class is difficult for some of you. For others, it is not a problem at all; you may need to learn to be sensitive toward other students, and give them a chance to speak before you jump in to answer a question. This is all completely normal. We will do our best to create an atmosphere conducive to equal and respectful participation.

How do you prepare for class? During the first part of the term, I will usually lecture one day a week and we will discuss reading, watch a video, or have guest lecturers the other day. I may bring along short in-class readings. In the second half, we will be taking more of a 'hands-on' approach, working on a collective research project. But we will also continue doing reading to reinforce this learning and help us think through how and why to do primary research in Winnipeg history.

- **Do your reading.** If you don't have time to read every word, read the introduction and conclusion, and scan the rest of the article. You will not be able to do well in this class if you do not read most of the assigned articles, because you will be examined on them in the mid-term and the final.
- Before class, it helps if you prepare **two or three points about each reading** that you can contribute to discussion, and **two or three questions** that you would like clarified. Think of this as your contribution as a good citizen of the class. Your points can be simple — what struck you as most interesting or surprising? Did the article remind you of anything we previously discussed in class? Are there weaknesses in the author's argument?
- Don't fall into the trap of thinking you have read something 'wrong.' This can be a real confidence-killer. Chances are, you will understand the reading. Where things make less sense, ask questions. You probably are not the only one who has them.

Some classroom rules

- Students should not perform extra-curricular activities on their gadgets during class. We may use your computers, tablets, etc to find things out online, so you can bring them. But please, turn off your ringer and don't take calls during class. Your classmates will thank you for it.
- You are encouraged to interrupt me at any time if you need a better explanation, or if you wish to raise something. If I am moving too quickly, say so. When other students are speaking, however, please do not interrupt.
- The classroom will be an environment where all views – if they are respectfully expressed -- are welcome, and where students will learn from each other as much as from me. All questions are good ones.