

University of Manitoba – Faculty of Arts – Department of History

Regular Session: Fall 2016

History 3110 Identity, Memory and Social Justice: Community Archives in Winnipeg (3 CH)

When: Tuesdays and Thursdays, 2:30-3:45 (Fall Term)

Where: 214 Tier Building

Instructor: Prof. Greg Bak (you can call me Greg)

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Office hours: Tuesdays 10:00-11:00

Course Description: This course explores Winnipeg's community archives as a form of public history and as a form of social memory. Our readings and discussions will focus on three local archives as case studies. Students will explore other archives through course assignments, and are encouraged to do so based on their personal and family histories and identities.

Students can expect to:

- Explore why community archives exist and how they function;
- Gain an understanding of archives as a form of social memory;
- Engage with community archives on a personal level.

Class meetings blend lecture with discussions in small groups and with the class as a whole. Class discussions are initiated and extended on the course website, on UM Learn. Participation in class discussions and on the course website is essential to understanding course content.

There is no required textbook for this course.

Readings and recordings will be drawn from University of Manitoba Libraries holdings or from items published on the open Internet. The **Course Website** on UM Learn provides course documents, links to some readings, and includes the discussion forum.

Course Overview

Sept 13-20	The power of archives
Sept 22-Oct 20	Archives and memory (focus on Mennonite Heritage Centre Archives)
Oct 25-Nov 10	Archives and identity (focus on MB Gay and Lesbian Archives)
Nov 15-Dec 6	Taking control of history (focus on NCTR)
Dec 9	Reflection back on course; final exam distributed

Evaluation

Assignment	Value	Length	Due
Participation	20%	--	Throughout term; split between in-class (10%) and UMLearn (10%).
My Communities	10%	750-1,000 words	By noon on Monday October 17
An Archive of ... proposal	10%	750-1,000 words	By noon on Monday October 31
An Archive of ... Annotated Bibliography	10%	Variable, but around 1,000 words	By noon on Monday November 14
An Archive of ... Report	20%	1,500-2,000 words	By noon on Monday November 28
Take home exam	30%	--	By noon Wednesday December 14

Assignments **must be submitted to the course dropbox** on UM Learn.

Evaluative feedback will be provided prior to the voluntary withdrawal (VW) date of November 18, 2016.

Participation (20%)

This course is structured around participation. Classes provide opportunities for discussion, online on UM Learn as well as during class meetings in pairs, in small groups and with the class as a whole. Since small group discussion in class is an important element in how the course content is conveyed, attendance will be taken and will be factored into your participation grade.

UM Learn postings should explore themes, questions and critiques arising from the readings and the discussions in class. Personal reflections on the readings and discussions are welcome, as are links to videos, blogs and other content. Postings should be about 100 words each. You are **required to post at least two comments per week**, by Wednesday at noon and Friday at noon. You are especially encouraged to post comments in advance of class meetings. You can also post comments that further explore issues raised in the class after the class meeting. Postings can start new threads or respond to someone else's thread.

Participation, whether in class or online, is expected to be frequent, thoughtful and always respectful of others. Evaluation of participation will consider, in particular:

- Substance and quality of comments and participation
- Frequency of participation
- Interaction with others (for example: building on points raised by others, responding to others respectfully and "voting up" other postings)
- Whether contributions address the readings and are on-topic.

My Communities (10%) *Due Monday, October 17*

For this assignment you are asked to reflect on your personal and familial histories and identities, and to think about how you fit into various kinds of communities. These communities can be

based on: where you (or your family) currently or previously lived; activities you do; experiences you (or your family) have had; social constructions such as race or ethnicity; sexual orientation or gender identity; and so on. Communities may physically exist locally or elsewhere, or may exist virtually online.

You are asked to identify three of these communities and to describe them in terms of your connection to the community, the history of the community, the infrastructure of the community (for example, physical or digital meeting or discussion spaces), and whether or not the community has archives or other forms of social memory.

An Archive of ... Proposal (10%) *Due Monday, October 31*

You are asked to select one community whose archives you would particularly like to use and analyze. You are encouraged to focus on a community that you have a personal or family connection with – ideally one of the three communities that you described in the “My Communities” assignment – but this is not essential. You must, however, be able to access the memory infrastructure of the community. If there is a local archives devoted to the community or with relevant holdings, you will be expected to visit the archives and use the records. This means that you must select a community whose archives (or other memory infrastructure) you can physically visit, or that is accessible online.

The assignment is to identify the community that you wish to study; describe its archives or other memory infrastructure; and explain why you want to focus on it. Your justification for your choice may be motivated by personal reasons or based on social or cultural importance.

Feedback from this assignment will be essential to the annotated bibliography and final report. You may be asked to select a different community if I think that there are not sufficient resources to support your investigation of a particular community.

An Archive of ... Annotated Bibliography (10%) *Due Monday, November 14*

In this assignment you will demonstrate that there are sufficient resources to study your community. These resources will include archives that are accessible and useful to your study, as well as secondary sources on the community and perhaps on the archives.

You will need to identify at least one source for relevant primary sources from your community. Local community archives, collections in the provincial, municipal or university archives, and online repositories are all good examples of where you might find relevant records. Other resources might be found in museums or among community members. Ideally, you will identify both physical and digital sources on your community.

In addition to identifying primary sources for your analysis of your community and its memory infrastructure, you should identify 3-5 secondary sources that specifically discuss your community. These may include academic journal articles and books, but can also include news outlets and blogs.

Finally, you will identify an additional 3-5 secondary sources, drawn from the course readings,

that provide a useful frame of reference for your community and its memory infrastructure.

Annotate each source that you cite with a sentence or two that states why you have included it in your bibliography.

An Archive of ... Final Report (20%) Due Monday, November 28

This assignment has two parts.

The first and longer part of the assignment (about 1,000-1,500 words) focuses on understanding the community and exploring its memory infrastructure. In this part of the assignment you will describe the nature and contours of your community by identifying and discussing some criteria that include or exclude people from the community. You will provide a brief history of the community and describe its current state. You will identify the infrastructure of memory that is used by the community itself, and discuss whether there are additional resources that might benefit the community that are held by mainstream archival institutions. You will analyze the memory infrastructure of the community, and identify its strengths and gaps as well as well as any problematic features (e.g. access restrictions or lack of community control). In writing your report you are expected to draw upon primary as well as secondary sources.

An alternative for Part One: If, instead of conducting the general description of the community and survey of its memory infrastructure you would rather dive deep and explore a specific issue in relation to the community or its memory infrastructure, I would be happy to let you do so, pending a discussion with me about the direction in which you would like to go, and an assessment of the available sources. Your topic must be supported by sufficient primary and secondary sources.

In the second, shorter part of the assignment (about 500 words) you are asked reflect on what you have learned through the series of assignments that have led to this final report. Some questions you might consider include: Have you changed your perspective on the community? If so, in what way? Do you have a better understanding of the community's infrastructure of memory? Has your understanding about the nature and function of archives changed? Which course readings and discussions were particularly useful for you in understanding your community and its memory infrastructure?

Take Home Exam (30%) Due Wednesday December 14

The take home exam will be distributed during the final class of the term. It will consist of questions that address the readings, themes and discussions of the entire course. It is due by noon on December 14th.

Grade Scale:

A+	90% and over	C+	65-69%
A	80-89%	C	60-64%
B+	75-79%	D	50-59%
B	70-74%	F	49% and lower

Rules and Policies

Late Penalties

UM Learn Discussion postings must be submitted by Wednesdays and Fridays at noon to allow that week's Discussion Ace sufficient time to review and analyze all of the postings. Students are allowed two missed posting and three late postings without penalty. Additional missed or late postings will result in a loss of two marks each from your overall participation grade.

Other term work will be penalized by 5% for each week or part of a week that it is late.

Academic Integrity

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 purchase of an essay and repeat violations, this penalty can also 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.

If you are at all uncertain of your responsibilities with regard to academic integrity and student conduct, you are encouraged to complete the online, self-guided *Academic Integrity and Student Conduct Tutorials* available from the University's Student Affairs website:

http://umanitoba.ca/student/resource/student_advocacy/AI-and-Student-Conduct-Tutorials.html

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.

Referencing Style Guide

Students are asked to provide all citations and references in Chicago format. For a brief overview, consult the UManitoba Libraries website:

<http://libguides.lib.umanitoba.ca/content.php?pid=356868&sid=2918540>

Student resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services

webpage (http://umanitoba.ca/student/resource/student_advocacy/). The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. More information about scheduling etc. TBA.

All of the above services can also be accessed through this link:

<http://umanitoba.ca/student/saa/accessibility/student-resources.html>

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra, and tailored for use by History students. The library website includes separate subject guides for secondary sources (<http://libguides.lib.umanitoba.ca/history>) and primary sources (<http://libguides.lib.umanitoba.ca/c.php?g=453673>).