

**HIST 3800 A01 Winter 2018**  
**History of Winnipeg**  
**Tuesday/Thursday 10:00-11:15**  
**125 St John's College**

Prof. Esyllt Jones  
209 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 and identity, immigration, public health and social welfare, labour unrest, and post-war suburbanization. Students will do hands-on historical research and collaborate on a class research project.

Students can expect to learn something about the following:

- 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 immigrant and 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 growth of the city's indigenous population beginning in the 1950s.

Each year students in this course undertake a collaborative research project, on a theme chosen by the professor. This year the class will produce a Walking Tour Guide to the 1919 Winnipeg General Strike.

***Textbooks: Available for purchase at the University of Manitoba Bookstore.***

History of Winnipeg *Course Reader*.

Esyllt Jones, *Imagining Winnipeg: History Through the Photographs of L.B. Foote*

***Evaluation:***

**Written Assignments:**

Photograph Analysis: due **Thursday February 1**

Length: 1000 words (4 double spaced pages)

Value: 20% of course grade

Research Essay: due **Thursday March 29**

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

Value: 30% of course grade

**Exams:**

Midterm examination: **Tuesday February 13**

Value: 20% of course grade

Final Examination: TBA

Value: 30% of course grade

Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of **March 16, 2018**.

**Grade Distribution:**

A+ = 85+      C+ = 66-69

A = 80-84      C = 60-65

B+ = 76-79      D = 50 - 59

B = 70-75      F = 49 -

**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, Friday April 6, 2018. The only exceptions to this rule are students with documented illness.

**Class Schedule and Readings:**

**All readings are available in your Course Pack unless otherwise noted.**

Week 2: Settler Colonialism and the Early Development of Winnipeg

Aimée Craft, *Breathing Life into the Stone Fort Treaty* (Saskatoon: Purich Publishing, 2013),

Chs. 2 & 3

Chris Andersen, *Métis: Race, Recognition and the Struggle for Indigenous Personhood* (Vancouver:

University of British Columbia Press, 2013) Chapter 3,

"The Métis Nation: A People, a Shared History."

Week 3: White Settlers and Empire

Korneski, Kurt. "Reform and Empire: The Case of Winnipeg, Manitoba, 1870s-1910s." *Urban History*

*Review* 37, no. 1 (Fall, 2008): 48-63

Week 4: Growth, Reform and Politics

Rhonda Hinder, "The Oldest Profession in Winnipeg: The Culture of Prostitution in the Point Douglas

Segregated District, 1909-1912," *Manitoba History* 41 (2001).

Week 5: Ethnicity, Class and Winnipeg's Social Geography

Daniel Hiebert, "Class, Ethnicity and Residential Structure: The Social Geography of Winnipeg, 1901-

1921," *Journal of Historical Geography* 17, 1 (1991), 56-86.

(Library e-journal)

Week 6: Inequality, Conflict and the Winnipeg General Strike

Lindsey McMaster, *Working Girls in the West: Representations of Wage Earning Women* (Vancouver: University of British Columbia Press, 2008), Chapter 4, "Girls on Strike."

Week 7: Ethnicity, Conflict and Change in Interwar Winnipeg

Ryan Eyford, "From Prairie Goolies to Canadian Cyclones: The Transformation of the 1920 Winnipeg Falcons," *Sport History Review* 37, 1 (2006): 5-18.

Week 8: Mid-term (Tuesday Feb 13) and Collaborative Project Planning

Winnipeg General Strike Walking Tour Booklet (1985) (UM Learn)

FEBRUARY 19-23 WINTER TERM BREAK

Week 9: Winnipeg After World War II: Immigrants and Refugees

Alexander Freund, "Transnationalizing Home in Winnipeg: Refugees' Stories of the Places Between the "Here-and-There." *Canadian Ethnic Studies* 47, 1 (January 2015): 61-86. (UMLearn)

Week 10: Race, Municipal Colonialism and Metis Winnipeg

David G. Burley, "Rooster Town: Winnipeg's Lost Métis Suburb, 1900-1960." *Urban History Review* 42, no. 1 (Fall, 2013): 3-25,51.

Week 11: Spaces, Places and Winnipeg History II

Valerie Korinek, "'We're the girls of the pansy parade': Historicizing Winnipeg's Queer Subcultures, 1930s-1970," *Histoire sociale/Social History* 45, 89 (2012): 117 – 155.

Week 12 :Urban Development and Aboriginal Reassertion

Leslie Hall, "The Early History of the Indian and Metis Friendship Centre. 1951- 1968," in Esyllt W.

Jones and Gerald Friesen, eds., *Prairie Metropolis: New Essays on Winnipeg Social History* (Winnipeg: University of Manitoba Press, 2009), 223-241.

Week 13: Research Presentations and Review

TEACHING PHILOSOPHY

I am trained as a Canadian historian, and a historian of health and disease. Most of my own work has been in two areas: the history of the 1918-1919 influenza pandemic, and the

relationship between social inequality and health. Right now I am writing a book about radical health politics in the 1930s and 40s.

Helping students to improve their academic skills is important to me. Historians love elegant writing, and my job is to help you write well, with your own voice. I encourage students to share their drafts with me and receive feedback. I will work with you to improve your writing. It is important to remember that writing, like anything, improves with practice.

I am often in my office, 209 St John's College, so drop in anytime. I am terrible with names, but I like to get to know each individual student. I will notice whether you attend class regularly, how much you participate, and roughly how well you are doing in the class. Your mental health and wellbeing are important to me. If you need someone to talk to, please reach out.

#### WHAT IS EXPECTED OF YOU?

In a third year class, the most important thing is that you do your reading before class. I will hand out discussion questions each Tuesday for Thursday's discussion. These are meant to guide our conversation, but not to be definitive. Come prepared to talk about the assigned reading.

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 welcome 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.

#### **SOME IMPORTANT RULES AND REGULATIONS:**

The University's regulations re: **plagiarism, cheating and impersonation** may be found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar and Catalog, and the Faculty of Arts regulation at:

[http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) which reads:

*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.*

*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.*

PLEASE REMEMBER -- 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.

### **STUDENT ACADEMIC 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 History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

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/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.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, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### **Student Counseling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

**Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

**UM History Student Association (UMHiSA)**

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).