

History 2282: Inventing Canada

Winter 2020

Department of History, Faculty of Arts, University of Manitoba

Tuesday and Thursday, 1pm-2:15pm

Classroom: 350 E2-EITC

Instructor: Dr. Adele Perry, 228 St John's College, 204-474-8107, Adele.Perry@umanitoba.ca

Marker Grader: Dr. Naomi Calnitsky

Office Hours: Thursday, 11am to 12:30pm. Please call me Adele, or, if you would prefer, Dr. Perry. Most people call me Adele. You are welcome to come to my office hours, or set up an appointment: direct, face-to-face communication is often best. You can also reach me via email. If I haven't replied within 2 days, please feel free to send me a follow-up email.

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation. The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. This commitment and these principles will frame our course, and we will explore aspects of the colonial history that led us to the present moment. An understanding of what took place on the territory we now inhabit is necessary to decolonize relationships among Indigenous and non-Indigenous peoples and lands.

Course Introduction

This course explores Canadian history through the history and practice of commemoration. How does public discussion, celebration, and criticism of the Canadian past invent and re-invent Canada, in museums, on television and movie screens, on streaming platforms, or plaques and statues that dot cities and towns? We will examine how Canadian history has been celebrated and commemorated in the past, and how it is being celebrated and commemorated in the present. Topics will include how Indigenous people, women, politicians, migrants and others have been represented in statues, audio visual materials (including film and video) and museums. We will also examine topics that have been rarely examined in public commemoration, and explore how we might better engage and represent the particular history of Winnipeg's Roostertown neighbourhood. Some of students' written work on this topic will contribute to a blog kept at the University of Manitoba Press. In class, we will have lectures and group discussions, many of them organized around examining and interpreting different kinds of commemoration. Class time will be spent working in groups, viewing and discussing film and video, listening to lectures, and, depending on circumstances, on field-trips. Participation will be evaluated by five in-class writing assignments and one brief, informal presentation.

The focus of this course is inspired by Dr Laura Ishiguro's course at UBC. You can see her syllabus here: <http://blogs.ubc.ca/lmishiguro/files/2017/12/Ishiguro-HIST-236-2018->

[syllabus.pdf](#). The course does not require any particular background.

Assessment

Assessment	Length	Due	Value
Essay 1: analysis of Winnipeg, commemoration, and Roostertown.	1500 words	6 February 2020	25%
Group Project: commemorating Rooster Town.	50-100 words	13 February 2020	5%
Essay 2: analysis of family history and <i>Symbols of Canada</i>	1500 words	26 March 2020	30%
Participation: evaluated by five unscheduled, in-class writing exercises.		Throughout term	10%
final examination			30%

Reading and Course Schedule: Subject to Change

	Topic	Reading	NB
7 & 9 January 2020	Course introduction		
14 & 16 January 2020	Thinking about Public History, the State and Commemoration	Peters et al, Preface & Ch. 1	
21 & 23 January 2020	Founding Fathers and Mothers? Settler Canada and late 19 th C. Commemoration	Peters et al, Ch. 2	21 January: class visit by Dr. Evelyn Peters and Ms. Laura Forsyth, Inclusion Coordinator, U of Manitoba
28 & 30 January 2020	Remembering and Reframing Confederation	Peters et al, Ch. 3	28 January: class visits giant Indigenous floor map: http://www.canadiangeographic.com/educational_products/ip
4 & 6 February 2020	Heritage Policy and Practice, 1867-1985	Peters, Ch. 4	Essay 1 Due 6 February
11 & 13 February 2020	Classroom Commemorations: History in	Peters, Ch. 5 & Conclusion	Group Project Due 13 February

	Canadian Schools		
18 & 20 February 2020	Louis Riel Day and reading week: no classes or reading		
25 & 27 February 2020	Indigenous Histories, Settler Commemoration	<i>Symbols of Canada</i> , Introduction and chapters 1-3	
3 & 5 March 2020	State Histories, Activist Histories: Black History Month, Africville, and Canadian History	<i>Symbols of Canada</i> , Chapters 4, 5, 6 and 7	
10 & 12 March 2020	Commemorating Canada in 1967 and 2017	<i>Symbols of Canada</i> , Chapters 8, 9, 10 and 11	
17 & 19 March 2020	Restoring lost or forgotten histories: Women's and Queer History	<i>Symbols of Canada</i> , Chapters 12, 13, 14 and 15	18 March is VW date
24 & 26 March 2020	What we remember? Revisiting <i>Rooster Town</i>	<i>Symbols of Canada</i> , Chapters 16, 17, 18 and 19	Essay 2 due on 26 March in class
31 & 2 April 2020	Sorry Histories and Naming History: History, Apology, and Naming	<i>Symbols of Canada</i> , Chapters 20, 21, and 22.	
7 April 2020	Wrap up and review		

Expectations for Assignments

Evaluation of term work (in-class writing, informal presentation, and essays analysis) will be provided before the voluntary withdrawal date of 18 March 2020. Please submit assignments

at the beginning of the class on the day they are due. Please double-space all written assignments and print them in standard 12-point font with regular (approx. 1 inch) margins. Include your name, the course name, and the assignment's title at the top of the paper (no separate title pages necessary). Essays should have page numbers and begin with page number 1. Essays should be handed in hard copy during regular class times. If you need to submit an assignment after class, please submit it to the St John's College General Office, which is open 8:30am to 4:30pm.

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.

Extensions and Late Submissions

I will consider granting extensions if you see me about it at least two weeks before the due date and have a good reason for asking for an extension. Otherwise, assignments handed in later than the due date without a good reason (due to illness, death in the family or a religious obligation, for example) may be penalized 5% per day that it is late to a maximum of one week late. I will not accept assignments handed in more than one week late. No assignments will be accepted after the last class of each term.

Style Guidelines

Students will be expected to use the Chicago Style for their essays. We will work to understand and practice this system of documentation. There is a useful guide at <http://libguides.lib.umanitoba.ca/c.php?g=365451&p=2468952>.

Religious Holidays, End-of-Term Work

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. Please notify me at least three weeks in advance of any accommodation you will need for religious reasons. Any term work that has not been claimed by students will be held for four months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures of disposal.

Grade Distribution

A+ Exceptional (88–100%)	C+ Satisfactory (65–69%)
A Excellent (80–87%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Grade Appeals

Students who wish to appeal a grade given for term work must do so within ten working days after the grade for the Term work has been made available to them.

Academic Integrity

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Visit the Academic Integrity Site for tools and support: <http://umanitoba.ca/academicintegrity/>. Arts-specific information is available here:

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html.

Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. FYI (and, YES, this is meant to scare you away from plagiarism!), 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 years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. 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.

Course Technology

Please use common sense and respect in your use of digital technology in the classroom, and be aware that your choices affect others. Phones should be on silent. Studies suggest that handwriting your notes is more effective for learning than typing them. Please consider using a pen and paper instead of a laptop to take notes. If you have good reasons for taking notes on a laptop, be aware that everyone around you can likely see your screen, and work to ensure your attention is with the class and the people you share it with. You may be asked to put technology away if it is a barrier to your participation or to the participation of others in the class.

We will use UM Learn in this course and I may occasionally contact you by email. The U of M requires that you have an official university email account and that we use that account to communicate with you. Please make sure your U of M email account is activated. If you do not check that account regularly, have it forward its emails to an account you do check.

Copyright Statement

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, please see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason, and what you plan to do with it afterwards. Student writing that will be posted on the University of Manitoba Press website will be covered by separate copyright.

Course Reading

Michael Dawson, Catherine Gidney and Donald Wright, eds., *Symbols of Canada* (Toronto, Between the Lines, 2018) ISBN 9781771133715

Evelyn Peters, Matthew Stock and Adrian Werner, *Roostertown: The History of an Urban Metis Community, 1901-1962* (U of Manitoba Press, 2018) ISBN 978-0-88755-825-2.

If you would like a book for general background in Canadian history, I recommend John Belshaw, *Canadian History: Post Confederation* (Vancouver, BC Campus, 2015), found at <https://opentextbc.ca/postconfederation>.

Assignments

Essay 1: Winnipeg, History, and Rooster Town

Length: 1500 words, or 5-6 pages.

Due: 6 February 2020, in class

Value: 25% of final grade

Goal

- For this assignment, write a roughly 1,500-word essay that analyzes the history of Winnipeg, Rooster Town, and commemoration. explains and documents the commemoration of Roostertown that your group submitted.

Procedure

- Write an essay that discusses the connections between Winnipeg, the Metis “suburb” of Rooster Town, and commemoration. How has Rooster Town been commemorated, or not, and what does that tell us about the history of Winnipeg and Canada and how they have been understood or misunderstood?
- Support your analysis information available in the Peters et al book, *Rooster Town*.
- No additional research is required. You may want to do some research to help you understand what is being commemorated, but your essay should avoid focusing too much on general information gleaned from online sources. When you do consult additional sources, they should be properly documented. Your essay should focus on supporting your analysis through relevant course material.
- You should be able to summarize your analysis in a clear thesis statement that is supported throughout the body of the essay.
- Document your sources the Chicago style, or footnotes/endnotes and a bibliography. See the guide here for specific examples: http://libguides.lib.umanitoba.ca/ld.php?content_id=23322766.

Essay 1 Rubric

	Does not meet expectations (F to D)	Meets Expectations (C to B)	Exceeds Expectations (B+ to A+)
Basic Requirements			
Essay analyzes Rooster Town, Commemoration, and Winnipeg's History.			
Essay is the specified length (approximately 5-6 pages typed and double-spaced in 12 pt. font)			
Content			
Essay has a clear thesis and a convincing argument.			
Essay demonstrates a good understanding of Peters et al, <i>Roostertown</i> .			
Essay uses Chicago style documentation correctly.			
Structure/Style			
Essay has a clear structure and is well organized.			
Essay's sentences are clear and grammatically correct, wording is intelligible, spelling and punctuation are correct.			

Group Project

Length: 50-100 words, or 1-2 pages.

Due: 13 February 2020, in class

Value: 5% of final grade

In groups of roughly 5-7 decided in class, compose a commemoration of Roostertown. You will all receive the same grade for this project.

Your commemoration can be a plaque, a video, a script for a video, a statue, or a museum exhibit. For this assignment, you should collectively write the text for your commemoration, or, if it is visual, provide a script or description of it. This should be roughly 50-100 words.

We will divide into groups in class, and devote class time to working with our groups. Groups may need to follow up outside of class.

No additional research is required. Your commemoration will be posted on the University of Manitoba Press' website. Please submit a digital copy to Adele by email, and decide how you would like your contribution attributed.

Group Project Rubric

	Does not meet expectations (F to D)	Meets Expectations (C to B)	Exceeds Expectations (B+ to A+)
Project identifies appropriate method of commemoration.			
Text shows a good understanding of Roostertown and commemoration.			
Project uses clear, accessible and intelligible wording, correct spelling and punctuation and is submitted in hard and digital copy.			

Essay 2: Symbols of Canada through the lens of family history

Length: 1500 words, or 5-6 pages.

Due: 26 March 2020, in class.

Value: 30% of final grade

Goal

For this essay, you will use your individual and/or family history as the basis of an analysis of the material covered in *Symbols of Canada*.

Procedure:

- Think about your own history, and that of your family. It does not matter if this history has occurred outside or largely outside of Canada, or if you and your family do not define themselves as Canadian.
- Develop an analysis of the material discussed in *Symbols of Canada* through the lens of your individual and/or family history. Do you see your own and your family's history, experience, values, or goals reflected in the symbols analyzed in *Symbols of Canada*? If they are or are not, what does that tell us about those symbols, and whose histories and

identities are well-represented, how, and why?

- You should be able to summarize your analysis in a clear thesis statement that is supported throughout the body of the essay. Your conclusion should restate the main points of the essay.
- Document your sources in the Chicago style, or footnotes/endnotes and a bibliography. See the guide here for specific examples: http://libguides.lib.umanitoba.ca/ld.php?content_id=23322766.
- No additional research is required. You may want to do some research to help you understand what is being commemorated, but your essay should not focus on general information gleaned from online sources. When additional sources are consulted, they should be properly documented. Your essay should focus on developing a critical analysis of your own history and demonstrating your understanding of *Symbols of Canada*.
- If you do not want to write about your own history and/or family, please see Adele for an alternative.

Essay 2 Rubric

Basic Requirements	Does not meet expectations	Meets Expectations	
Essay is the specified length (approximately 5-6 pages typed and double-spaced in 12 pt font)			
Essay analyses <i>Symbols of Canada</i> through the lens of individual or family history			
Content, Argument, Format & Style	Does not meet expectations (F to D)	Meets Expectations (C to B)	Exceeds Expectations (B+ to A+)
Essay has a clear thesis and a convincing argument.			
Essay demonstrates a good understanding of the commemoration and <i>Symbols of Canada</i>			
Essay uses Chicago style documentation correctly.			

Essay's sentences are clear and grammatically correct, wording is intelligible, spelling and punctuation are correct.			
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Student Resources

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.

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/).

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 Instagram account www.instagram.com/umhisa_undergrad/ or by emailing umhisau@gmail.com.