

Public History in Canada: Memory, Representation, and Interpretation

History 236

Dr. Laura Ishiguro
University of British Columbia
Winter 2017-2018 (Term 2)

Lectures: Mondays and Wednesdays
1:00-2:00 pm, Buchanan B213

Tutorial:



Ten posters from the Graphic History Collective's "Remember | Resist | Redraw: A Radical History Poster Project."
Find out more about this public history project at <http://graphichistorycollective.com>. All posters are freely available for educational use.

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Course website: Canvas, <https://canvas.ubc.ca/> (History 236)

This course meets on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

What does this syllabus contain?

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What is this course about?

Welcome to HIST 236! This course is an introduction to public history in Canada. Through lectures, discussions, assignments, and activities, we will explore how and why Canadian history gets interpreted or represented in public (ie. outside of academia), and consider why it matters. This will involve engaging with Canadian history in a wide range of media and contexts. We will reflect on museum exhibits and city murals. We will watch films and look at comics. We will debate statues, state apologies, and place names. We will think about how history has been represented in beer advertisements and music, banknotes and Wikipedia, skateboards and even animals. And in the process, we will develop our own ideas about what kinds of Canadian history should be told in public, how and where they should be represented and interpreted, and why. You will even get an opportunity to put these ideas into practice and plan your own original public history project!

From this course, you can expect to learn about some important topics in Canada's past, major issues in its public representation today, and key methods of historical practice including primary source analysis, historical writing, library and research skills, and of course, public history. These are skills and knowledge that you might find useful in future courses and careers, or even just conversations across the dinner table. In the process, HIST 236 aims to provide you with food for thought on some of the most important questions in History today:

- What is the purpose of studying History?
- What work can historical understanding and analysis do in the world? Can it make a difference, and if so, how?
- How and why are historical topics being so hotly and publicly contested today? What role do you want to play in these debates, if any?
- What kind of work might a History degree prepare you to do in the future? What are some related careers, and what kinds of skills and knowledge might they involve?

How is the course structured?

The course is divided into three units. *Going Public* introduces some common professional settings for public historical work in Canada. *Everyday History* explores how historical interpretation enters our lives in more everyday ways, such as through popular culture. *Contemporary Controversies* gives us a chance to dive into four points of contention in public history in Canada today. In each unit, lectures and tutorials will introduce broad themes and issues in the practice of public history, explore particular topics in Canadian history as well as their public representations, and work on key skills.

You are expected to attend lecture classes from 1-2pm on Mondays and Wednesdays in Buchanan B213. Tutorial sections are scheduled for Wednesdays or Fridays; you are expected to register for and attend one of these, having completed the required preparation each week (see syllabus, p. 4-12).

What are the course's learning objectives?

You will all have different hopes and goals for this course, but no matter where you start, in History 236 you will have the opportunity to build knowledge and skills related to public history; expand your understanding of Canadian history; and develop your skills in key areas of historical practice. Course content, assignments, activities, and discussions are designed to work together towards these goals so that by the time you walk out of the final examination in April, you should be able to:

1. Define public history, and discuss its role in Canada today.
2. Identify and explain the significance of a number of events, themes, and topics in Canadian history.
3. Describe, analyze, and assess examples of Canadian public history. (Note: some of the examples discussed in this class will be controversial. I am not looking for you necessarily to agree with a certain position, but rather, to evaluate these works and to develop and support your own positions with solid research, clear arguments, and strong related evidence.)
4. Demonstrate and apply skills in historical research, analysis, writing, and communication, including by designing and justifying your own public history project on a Canadian topic.
5. Evaluate what is at stake in how we interpret Canadian history in public today.

What materials will you need?

All required materials for this course are freely available to you online. You can find them linked through the "Library Course Reserves" section of the course Canvas website.

In addition to the required materials, you might be interested in Jeffrey W. Alexander and Joy Dixon, *Thomson Nelson Guide to Writing in History* (Toronto: Thomson Nelson, 2006 or 2010). An earlier version of this helpful guide is available here: <http://www.history.ubc.ca/content/writing-centre>.

You are also welcome – but not required – to check out, follow, and/or interact with the course's Twitter account at <https://twitter.com/publichistincda>. So that members of the public can follow along with the course if they want, I will be tweeting major take-home points and big questions from our classes, as well as sharing recent news articles related to public history in Canada.

What will we do in each class?

UNIT 1: Going public



A photograph of a BC Hydro stone memorial. The text on the memorial explains that it commemorates workers killed between 1903 and 1912 while constructing a tunnel between reservoirs at Buntzen Lake, British Columbia. Photo by Laura Ishiguro.

Week 1 **History in public**

Wednesday 3 January 2018

- Welcome! Today's class is an introduction to the course, and to public history in Canada.
- If you join the course after today's class, I recommend giving the syllabus a close read, checking Canvas for any additional information, and asking a colleague and/or a member of the teaching team (ie. the instructor and teaching assistants) if you have any questions.
- I also recommend reading UBC FNIS, "Terminology," *Indigenous Foundations*, <http://indigenousfoundations.arts.ubc.ca/terminology/> if you miss today's class.

No tutorials or required reading this week.

Week 2 **Government and activist histories**

Monday 8 January 2018

- The government is one of the largest and most powerful interpreters of history in Canada. What histories has it told in public? How, where, and why? Activists sometimes disagree these histories. What histories have they told instead? How, where, and why?

Wednesday 10 January 2018

- Case study: representing the history of slavery and freedom in Canada.

Tutorial

- Topic: overview of Canadian history through citizenship guides.

- Key issue: the relationship between citizenship and history-telling.
- Key skill: identifying arguments and significance in works of public history.

Required preparation for tutorial

- Read Citizenship and Immigration Canada, *Discover Canada: The Rights and Responsibilities of Citizenship* [Study Guide] (2012), 14-25.
- Read Esyllt Jones and Adele Perry (eds.), *People's Citizenship Guide: A Response to Conservative Canada* (Winnipeg: Arbeiter Ring, 2011), 15-30.
- **Admission ticket due at the beginning of tutorial.** These readings provide overviews of Canadian history, but they take different approaches and include different content. Briefly, what are the intended purposes and audiences of these two readings? What do you think are the most important difference(s) between their interpretations of Canadian history?

Week 3	History in the classroom
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Monday 15 January 2018 and Wednesday 17 January 2018

- Guest lectures: Professor Michel Ducharme, “Textbooks, National History, and the deportation of the Acadians.”

Tutorial

- Topic: representing the deportation of the Acadians in textbooks.
- Key issue: changing historical representations in education curricula and textbooks.
- Key skill: conducting literature searches.

Required preparation for tutorial

- Read short selections about the Acadian deportation from three Canadian history textbooks published between 1886 and 2005. You can choose any three of these examples, all available on Canvas: Archer, 1886; Clement, 1897; Bourinot, 1901; Tracy, 1908; Grant, 1914; Wrong, 1929; Brown, 1946; Burt, 1948; Brown et al, 1949; Chafe, 1950; Garland, 1954; Cornell, 1967; Francis and Riddoch, 1995; Jaenen and Brune, 1995; Hundley, 2003.
- Read Penney Clark, “‘A Nice Little Wife to Make Things Pleasant’: Portrayals of Women in Canadian History Textbooks Approved in British Columbia,” *McGill Journal of Education* 40, 2 (Spring 2005): 241-265.
- **Admission ticket due at the beginning of tutorial.** Identify the three textbook excerpts you read, and using them, explain how textbook coverage of this event changed over time.

Week 4	History tourism
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Monday 22 January 2018

- What are some issues that shape representations of Canadian history in settings like national historic sites, museums, and murals?

Portfolio proposal and bibliography due by 2pm on Monday 22 January 2018. Submit in class or to your tutorial leader’s mailbox in the History Department office (room 1297, Buchanan Tower).

Wednesday 24 January 2018

- Guest lecture: Dale McCartney, Labour History Walking Tour.

Tutorial

- Tutorial sections will meet at the Chung Collection exhibit this week. The exhibit is located inside UBC Rare Books & Special Collections in the basement of IK Barber Learning Centre. Bring your student card. You will be asked to leave pens, coats, bags, umbrellas, and food or drinks in a free locker before entering the room.
- Topic: representing early Chinese Canadian history in museums.
- Key issue: material history, representation, and “diversity” in museum exhibits.
- Key skill: assessing works of public history.

Required preparation for tutorial

- Read Misao Dean, “Managing Diversity in the Representation of BC History: Point Ellice House and ‘Chinatown,’” *BC Studies* 134 (Summer 2002): 71-86.
- Read David Chuenyan Lai, “Curatorial Statement,” *Material History Review* 40 (1994): 77-78.
- No admission ticket due this week.

UNIT 2: Everyday history



Two ads for Molson's ("the ale your great-grandfather drank") from 1924: an English-language one featuring John A. Macdonald and a French-language one featuring Charles de Salaberry. Library and Archives Canada, Molson Companies Limited, e008072622 and e010952201, CC BY2.0, <https://creativecommons.org/licenses/by/2.0/>

Week 5 History in popular culture

Monday 29 January 2018

- How has Canadian history been represented in popular culture? What issues shape representations of Canadian history in contexts like television, film, music, and fiction?

Wednesday 31 January 2018

- Activity: assessing short films on Canadian history (screened in class).

Tutorial

- Topic: representing the temperance movement on television.
- Key issue: fiction, truth, and history on screen.
- Key skill: writing critical reviews of public history works.

Required preparation for tutorial

- Read Robert A. Rosenstone, “The Historical Film: Looking at the Past in a Postliterate Age,” in *The Historical Film: History and Memory in Media*, ed. Marcia Landy (London: Athlone, 2001): 50-66.
- Read John Douglas Belshaw, “7.7 Temperance and Prohibition,” *Canadian History: Post-Confederation* (BC Open Textbook, 2016, used under a CC-BY 4.0 International License), <https://opentextbc.ca/postconfederation/chapter/temperance-and-prohibition/>.
- Watch “The Local Option” (about 45 minutes), *Murdoch Mysteries* episode, <http://www.cbc.ca/murdochmysteries/episodes/season-9/the-local-option>.
- **Admission ticket due at the beginning of tutorial.** Assess the *Murdoch Mysteries* episode’s representation of the temperance movement. Do you think it is good public history? Why or why not?

Week 6	Selling history
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Monday 5 February 2018

- How has Canadian history been used in advertisements and products? What are some issues that shape this form of public history-telling?

Wednesday 7 February 2018

- Activity: assessing Colonialism Skateboards’s use and representation of Canadian history.

Tutorial

- Topic: Viola Desmond’s story, and how it has been told or sold.
- Key issue: debating how companies use history to tell products.
- Key skill: exam preparation.

Required preparation for tutorial

- Read Constance Backhouse, “‘Bitterly Disappointed’ at the Spread of ‘Colour-Bar Tactics’: Viola Desmond’s Challenge to Racial Segregation, Nova Scotia, 1946,” in *Colour-Coded: A Legal History of Racism in Canada, 1900-1950* (Toronto: University of Toronto Press, 1999), 226-271.
- Read the description of Fluevog’s “Desmond” shoe, <https://www.fluevog.com/shop/3741-desmond-floral> (two paragraphs).
- **Admission ticket due at the beginning of tutorial.** Using the Backhouse chapter to help you understand the context, briefly assess the Fluevog company’s use of Viola Desmond’s story. Did you think it is good public history? Why or why not?

Week 7	Midterm exam
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Monday 12 February 2018

- No class meeting today. The university is closed for the Family Day holiday.

Wednesday 14 February 2018

- **Midterm examination.** The exam will be written in class.

No tutorials or required readings this week.

Week 8	Reading week
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No classes, tutorials, or required readings this week.

Week 9	History online
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Monday 26 February 2018

- How is Canadian history told online? By whom? What issues shape history-telling online?

Wednesday 28 February 2018

- Activity: assessing and participating in Canadian history online.

Tutorial

- Topic: Canadian politics in the 1960s-70s interpreted through Wikipedia.
- Key issue: assessing and contributing to Wikipedia articles.
- Key skill: outlining and writing the portfolio project.

Required preparation for tutorial

- Read “Manifesto for an Independent Socialist Canada,” *Wikipedia*, https://en.wikipedia.org/wiki/Manifesto_for_an_Independent_Socialist_Canada
- Read the Manifesto, <http://www.socialisthistory.ca/Docs/Waffle/WaffleManifesto.htm>
- Read Roberta Lexier, “Two Nations in Canada: the New Democratic Party, the Waffle Movement and Nationalism in Quebec,” *British Journal of Canadian Studies* 30, 1 (2017): 1-22.
- **Admission ticket due at the beginning of tutorial.** Briefly outline Lexier’s argument and main points, then identify one thing in her article that you think would be a useful addition to the Wikipedia article (but is not already included in it).

UNIT 3: Contemporary controversies



Photo of a sticker that says “Joseph Trutch was a Racist Bigot,” on the side of a Canada Post box. These stickers were added to street signs and postboxes on Trutch Street, Vancouver in 2012. Photo by Laura Ishiguro.

Week 10	Canada 150
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Monday 5 March 2018

- How was the 150th anniversary of Confederation commemorated in 2017? What were some responses to Canada 150? And what *was* Confederation anyway?

Not-quite-a-portfolio due by 2pm on Monday 5 March 2018. Submit in class or to your tutorial leader's mailbox in the History Department office (room 1297, Buchanan Tower).

Wednesday 7 March 2018

- Guest lecture: Graphic History Collective.

Tutorial

- Topic: Canada 150 through government, activist, and commercial representation.
- Key issue: what is historical commemoration for? And why was Canada 150 controversial?
- Key skill: writing the portfolio.

Required preparation for tutorial

- Read about Government of Canada anniversaries of significance this year, <https://www.canada.ca/en/canadian-heritage/services/anniversaries-significance.html>.
- Read Lianne Marie Leda Charlie, "Our Land: 150 Years of Colonialism," and look at her poster for the Graphic History Collective's *Remember | Resist | Redraw* series, <http://graphichistorycollective.com/project/poster-1-still-think-yukon-land>.
- Look some of the products highlighted by Jonathan Weir's Twitter account, "Canada1504sale," <https://twitter.com/canada1504sale>.
- No admission ticket due this week. Come prepared to discuss these different interpretations of Canadian history, and to share your portfolio progress and plans with your colleagues.

Week 11	State apologies
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Monday 12 March 2018

- What are state apologies for the past? What apologies have been made in Canada? What are some issues that have shaped them and their reception?

Wednesday 14 March 2018

- Activity: watching Mitch Miyagawa's *A Sorry State*.

Tutorial

- Topic: Justin Trudeau's 2017 apology for historical federal government discrimination against LGBTQ2 public servants.
- Key issue: assessing state apologies and responses as a form of public history.
- Key skill: analyzing and participating in debates.

Required preparation for tutorial

- Read Gary Kinsman, "Constructing Gay Men and Lesbians as National Security Risks, 1950-70," in *Whose National Security? Canadian State Surveillance and the Creation of Enemies*, eds. Gary

Kinsman, Dieter K. Buse, and Mercedes Steedman (Toronto: Between the Lines, 2000), 143-153.

- Read Justin Trudeau’s apology speech: <https://pm.gc.ca/eng/news/2017/11/28/remarks-prime-minister-justin-trudeau-apologize-lgbtq2-canadians>. If you prefer, you can watch the video (about 28 minutes, including French and English): <http://www.cpac.ca/en/cpac-info/focus/government-issue-formal-apology-treatment-lgbtq2-canadians/>.
- Read Patrizia Gentile et al, “Bill C-66: Historians Speak Out,” *Active History*, 12 December 2017, <http://activehistory.ca/2017/12/c66/>.
- Watch “In historical apology Trudeau promises LGBTQ soldiers that, from now on, they’ll only be mistreated for being veterans,” *The Beaver* (note: satire!), 27 November 2017, <https://www.thebeaver.com/2017/11/in-historic-apology-trudeau-promises-lgbtq-soldiers-that-from-now-on-theyll-only-be-mistreated-for-being-veterans/> (30 seconds).
- **Admission ticket due at the beginning of tutorial.** Using Kinsman’s article to help you understand the context, explain: what do the other sources argue about the purpose of state apologies for the past? Do they believe that Trudeau’s apology has met this purpose?

Week 12	Restoring and renaming places
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Monday 19 March 2018

- Guest lecture: Professor Tina Loo, “Back to the Future: Ecological Restoration as Public History.”

Wednesday 21 March 2018

- What is the relationship between commemoration, place names, and history? How, when, and why do places get renamed – and so what?

Tutorial

- Topic: John A. Macdonald’s legacy in Canada through renaming debates.
- Key issue: what do place names actually do in the present? What should history be for today?
- Key skill: editing the portfolio.

Required preparation for tutorial

- Read any two of these editorials or news articles:
 - Tabatha Southey, “Renaming Langevin Block isn’t rewriting history – it’s unearthing it,” *Globe and Mail*, 23 June 2017, <https://beta.theglobeandmail.com/opinion/renaming-langevin-block-isnt-rewriting-history-its-unearthing-it/article35432010/>.
 - Elliot Worsford, “The Politics of Reclaiming, Not Renaming,” *Active History*, 18 July 2017, <http://activehistory.ca/2017/07/the-politics-of-reclaiming-not-renaming/>.
 - Brian Hutchinson, “The Push to Erase Canada’s Racist Past,” *Macleans*, 27 July 2017, <http://www.macleans.ca/society/the-push-to-erase-canadas-racist-past/>.
 - Cherie Dimaline, “Why John A. Macdonald’s name doesn’t belong on schools,” *Macleans* for Today’s Parent, 24 August 2017, <http://www.macleans.ca/news/canada/why-john-a-macdonalds-name-doesnt-belong-on-canadas-schools/>.

- David Moscrop, “Re-writing History? That’s How History is Written in the First Place,” *Macleans*, 25 August 2017, <http://www.macleans.ca/opinion/rewriting-history-thats-how-history-is-written-in-the-first-place/>.
- Robert Jago, “Sir John A. Doesn’t Need a School to be Remembered. He Lives On in Indigenous Pain,” *Globe and Mail*, 27 August 2017, <https://beta.theglobeandmail.com/opinion/sir-john-a-macdonald-living-legacy-in-2017-is-indigenous-pain-and-death/article36093583/>.
- Cecilia Morgan, Niigan Sinclair, and John Boyko with Anna Maria Tremonti, “Renaming John A. Macdonald Schools is Part of Reconciliation, Argues Professor,” “The Current,” *CBC*, 28 August 2017, <http://www.cbc.ca/radio/thecurrent/the-current-for-august-28-2017-1.4262643/august-28-2017-full-episode-transcript-1.4265719#segment2> (listen and/or read the transcript).
- Paul Axelrod, “Instead of Renaming Buildings, Why Not Truly Improve Indigenous Lives?” *The Conversation*, 28 August 2017, <https://theconversation.com/instead-of-renaming-buildings-why-not-truly-improve-indigenous-lives-83116>.
- Patrice Dutil, “John A. Macdonald was Canada, in his Day and Age. His Name Should Endure,” *CBC*, 31 August 2017, <http://www.cbc.ca/news/opinion/macdonald-name-1.4269060>.
- Tori Cress, “Removing Macdonald’s Name from Ontario Schools is a Giant Leap toward Reconciliation,” *CBC*, 31 August 2017, <http://www.cbc.ca/news/opinion/removing-macdonalds-name-1.4268975>.
- Adele Perry, “Renaming Monuments is Closer Look at History,” *Winnipeg Free Press*, 9 September 2017, <https://www.winnipegfreepress.com/opinion/analysis/renaming-monuments-is-closer-look-at-history-443377973.html>.
- Read any one of these Twitter threads:
 - Adam Gaudry, 25 August 2017, <https://twitter.com/adamgaudry/status/901112137879179265>.
 - Joanne Hammond, 27 August 2017, <https://twitter.com/KamloopsArchaeo/status/901857629302964224>.
 - Adam Gaudry, 30 August 2017, <https://twitter.com/adamgaudry/status/902910583749492738>.
 - Sean Carleton, 31 August 2017, <https://twitter.com/SeanCarleton/status/903408953396150273>.
- **Admission ticket due at the beginning of tutorial.** Identify the pieces you read, and explain their arguments in one sentence each. Conclude with a brief summary of your position on the question of renaming and the purpose of history in the present.

Week 13	Reconciliation
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Monday 26 March 2018

- What is reconciliation and why is everyone talking about it? What does it have to do with public history in Canada?
- Activity: watching Michelle St. John, *Colonization Road*.

Wednesday 28 March 2018

- Guest lecture: Crystal Fraser and Sara Komarnisky.

- In preparation for this class, read Crystal Fraser and Sara Komarnisky, “150 Acts of Reconciliation,” *Active History*, 4 August 2017, <http://activehistory.ca/2017/08/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/>.

No tutorials this week. The university is closed on Friday for the Good Friday holiday.

Week 14	What now? Public history and you
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Monday 2 April 2018

- No class meeting today. The university is closed for the Easter Monday holiday.

Wednesday 4 April 2018

- Bringing the course together. What is public history in Canada? What have we covered? Why does it matter? Was this course public history? What’s next?

Doing Public History Your Way! Portfolio due by 2pm on Wednesday 4 April 2018. Submit in class or to your tutorial leader’s mailbox in the History Department office (room 1297, Buchanan Tower).

Tutorial

- Topic: your thoughts on public history in Canada.
- Key issue: what matters most (to you) in public history in Canada today?
- Key skill: bringing the course together and preparing for the final exam.

No required preparation or admission ticket for tutorial this week. Come prepared to talk about your final portfolio projects, the course as a whole, and what might be on the exam.

Final exam: TBA. The university exam period runs from Tuesday 10 April to Wednesday 25 April.



Photograph of a crowd watching a re-creation of the ceremony in which the last spike of the C.P.R. was driven into the ground. City of Vancouver Archives, AM1184-S1-: CVA 1184-2261, Jack Lindsay, ca. 1940-1948, public domain.

On what will your grade be based? What assignments will you do?

Written work should be typewritten and double-spaced in an easy-to-read 12-point font (such as Times New Roman) with page numbers, your name, your tutorial leader's name, and the course number. All assignments will be discussed in class, and detailed instructions and marking rubrics will be distributed and posted on the course website. You are strongly encouraged to speak with your tutorial leader if you have any questions or concerns about assignments.

Policies on late assignments:

- Admission tickets will only be accepted at the beginning of tutorial on the day they are due.
- Late submission of other written assignments will be penalized at a rate of 5% per day, including weekends. Exceptions to this penalty will be granted if you qualify for concession as outlined in university policy (such as medical emergencies or religious observance, as explained here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>) or if the instructor or your tutorial leader has agreed on alternative arrangements before the deadline.
- Exceptions to scheduled exam times will only be granted for reasons outlined in UBC policy (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0> and in the case of the final exam, <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,91,0>), or according to accommodations documented through the Access and Diversity office.

Assignment	% of grade	Due date
Participation and admission tickets	25	Ongoing; admission tickets due in tutorial on weeks 2, 3, 5, 6, 9, 11, 12
Portfolio proposal and bibliography	5	22 January 2018 (Week 4)
Midterm exam	15	14 February 2018 (Week 7)
Not-quite-a-portfolio	10	5 March 2018 (Week 10)
Doing public history your way! A portfolio	20	4 April 2018 (Week 14)
Final exam	25	TBA (10 April to 25 April 2018)

Participation and admission tickets (25%)

Learning objectives 1-5

14% of this grade will be assessed based on a combination of factors related to tutorials: your attendance, your engaged classroom presence (including respectful listening), your demonstrated preparation for class, and the quality of your contribution and participation in discussions. If you have concerns about your ability to participate in class, please speak with your tutorial leader to discuss strategies and options as appropriate.

6% of this grade will be assessed based on your completion of short admission tickets (approximately one page, double-spaced). These should follow the instructions given in the week-by-week guide, above, and must be submitted at the beginning of tutorial in weeks 2, 3, 5, 6, 9, 11, and 12 (that is, weekly except when other assignments are due or when there is no tutorial). Late submissions will not be accepted. These are not intended to be onerous, but should instead help to guide your regular reading practice, tutorial preparation, and skill development. They will also be good preparation for the exams, and you may be asked to use or share them in tutorial to aid discussion. As long as they follow the instructions and engage with the assigned materials as appropriate, they will be graded on completion.

Note: one tutorial absence and one non-submission of an admission ticket will be automatically excused. If you must be absent from more than one tutorial due to conflicting responsibilities, unforeseen events, and/or religious observance (in other words, reasons that could qualify for academic concession), contact your tutorial leader.

The remaining 5% will be assessed based on participation during Monday or Wednesday lecture classes. Specifically, I will determine this grade based on occasional activity handouts (such as short film response sheets) completed and submitted in class. I will assess them based on completion, and on the quality of their engagement with course material and the activity in question.

Portfolio proposal and bibliography (5%) *Learning objectives 2, 4, and 5*

This assignment is your first step towards producing the final portfolio project (see below). It is also intended to introduce some strategies for finding, assessing, and citing scholarly sources. In approximately two pages, double-spaced, your proposal should answer the following questions:

1. What is your topic?
2. Why have you chosen it? At this stage, why do you think it matters to research this topic?
3. What format do you intend to propose for a public history project on this topic? At this stage, why have you chosen this format?
4. What is the next step that you will take towards producing the portfolio?

On a separate third page, compile a properly formatted bibliography of three relevant, scholarly secondary sources that you will use to start your research.

Submit the proposal and bibliography by 2pm on 22 January 2018, either in class or to your tutorial instructor's mailbox in the History Department office (Buchanan Tower 1297).

Midterm examination (15%) *Learning objectives 1-5*

The midterm exam will ask you to demonstrate your knowledge, understanding, and skills related to course materials up to and including Week 6. It will include two sections: 1) a short-answer section, which will ask you to identify and explain the significance of several key terms; and 2) a short critical review question, which will ask you to assess a certain work of public history that has been assigned or used in this course so far.

To help you prepare for the exam, you will be given a list of possible key terms and public history works ahead of time. You can help to shape this list (and review your course materials along the way) by filling out an optional, ungraded survey on Canvas each week; between the end of Wednesday's class and the beginning of next Monday's, log into Canvas to vote for the week's most important terms and works! You will also discuss and practice both types of questions in tutorials.

The exam will be written in class (between 1:00 and 1:50pm) on 14 February 2018.

Not-quite-a-portfolio (10%) *Learning objectives 1, 2, 4, and 5*

This assignment is a part-draft and part-outline of your portfolio project. It is designed to help you make progress on the project, to give you an opportunity to practice related skills, and to give you feedback before you submit the final portfolio. The not-quite-a-portfolio will include:

1. One to two pages (full sentences and paragraphs, double-spaced, with footnotes as necessary) in which you identify your topic, establish a brief narrative, and explain why you think it is historically significant. What is your topic? What happened? Why does it matter?
2. An outline of the remainder of the project.

- a. Who is your intended public audience? What do you want them to understand about the topic (ie. your objective for the proposed work of public history), and why?
- b. What format have you chosen for the proposed work, and why?
- c. How are you proposing to accomplish your objective in the format you have chosen? Outline the content of your proposed project (lesson plan, exhibit, etc.) here.

For this section, you can use point form as long as there is enough detail for your reader to understand what you mean. You should also clearly indicate the sources that you will cite throughout, though they do not yet need to be in properly formatted footnotes.

3. A properly formatted bibliography of all sources. This should now include five scholarly secondary sources.

Submit the assignment by 2pm on 5 March 2018, either in class or to your tutorial instructor's mailbox in the History Department office (Buchanan Tower 1297).

Doing Public History Your Way! A Portfolio (20%)

Learning objectives 1-5

Building on the previous assignments, you will complete a portfolio that proposes a new work of public history – on a Canadian history topic (event, person, place) that interests you, and in a format that you think is important and appropriate for communicating about this topic. To help you get started, you can find a list of suggested topics and formats on the next page.

The portfolio will be approximately seven pages of double-spaced text (about 1750 words, including footnotes as required), plus the bibliography. It might also include images or other design features that make the final product longer. More specifically, the portfolio should contain five sections:

1. In full sentences and paragraphs, identify your topic and establish a brief narrative, and explain why it matters. What is it? What happened? Why do you think the topic is historically significant? (Approximately 1-2 pages)
2. In full sentences and paragraphs, explain the format and objective of your proposed public history project on this topic. Who is your intended public audience? What do you want them to understand about it, and why? What format have you chosen, and why is it appropriate for this goal? (Approximately 1 page)
3. Show and explain how you propose to accomplish these objectives in the format you have chosen. In other words, this is where you should include a lesson plan, text for interpretive signs, an explanation and design for a monument or moral, text for new Wikipedia article(s), or a demonstration of whatever other format you have chosen. (Approximately 3-4 pages of explanatory text, plus images or other design features if appropriate)
4. In full sentences and paragraph(s), conclude with a summary of your project's intended purpose and audience, and reflect on its strengths, successes, challenges, and/or weaknesses. (In other words, if you get to the end of the project and think the proposed work doesn't entirely meet your objectives, it's okay; explain how and why here.) (Approximately 1 page)
5. On a separate final page, produce a properly formatted bibliography of all sources used in the project.

Your research should include at least five relevant scholarly secondary sources. You are welcome to use other sources in addition to these, including primary sources, other public history works, and/or non-academic writing; just use all your research with an understanding of what kind of sources they are, and what their strengths and possibilities are for your project.

Submit the portfolio by 2pm on 4 April 2018, either in class or to your tutorial instructor's mailbox in the History Department office (Buchanan Tower 1297).

Final exam (25%)

Learning objectives 1-5

The final exam will ask you to explain, analyze, and make connections across course material (including lectures, tutorials, and assigned readings/materials), in order to demonstrate the knowledge, understanding, and skills you gained in History 236. It will include short-answer questions in which you will identify and explain the significance of key terms; a short critical review of a work of public history assigned or used in the course; and an essay question. It will focus primarily on material since the midterm, but the essay question will ask you to consider the course as a whole. Once again, you will be given a list of possible terms and works, marking information, and other preparatory materials ahead of the exam. You will also have an opportunity to shape the exam questions, including by continuing to complete the optional surveys on Canvas each week.

Important: the exam will be written in a time and place set by the university. This year, the exam period runs from Tuesday 10 April to Wednesday 25 April 2018. Please do not book flights or make travel plans in this period until the university releases the final exam schedule.

Grading scale

%	0-49	50-54	55-59	60-63	64-67	68-71	72-75	76-79	80-84	85-89	90-100
Letter	F	D	C-	C	C+	B-	B	B+	A-	A	A+

**Doing Public History Your Way!
Getting started on the portfolio**

What topic should you pick? You can pick any topic in Canadian history that you think deserves more/different attention in the public sphere, *and* that relates to enough scholarly secondary sources to support your research. (Not all of your sources need to be directly about the person, place, or event; they might help you to understand its relevant, wider historical context too.) I encourage you to pick a topic with which you feel connected, if you can. It might be an event that impacted your family or shaped the place you call home. It might be a person who you find inspiring. Or it could just be an historical issue that interests you and that you believe matters today.

Some possible topics include:

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| <ol style="list-style-type: none"> 1. Donnacona. 2. The <i>filles du roi</i>. 3. The <i>voyageurs</i>. 4. The Nootka Crisis. 5. The Lachine Canal. 6. The Fenian Brotherhood in Canada. 7. Icelandic settlement on the Prairies. 8. The pass system. 9. Banff National Park. 10. Canada's involvement in the South African (Boer) wars. 11. The Klondike gold rush. | <ol style="list-style-type: none"> 12. Japanese "picture brides." 13. Allied Tribes of British Columbia. 14. Canada's official war photography and art in the First World War. 15. The Halifax explosion, 1917. 16. The institution of income tax, 1917. 17. The KKK in Canada. 18. Chinese student strike, Victoria, 1922. 19. The Chinese Immigration Act, 1923. 20. The On-To-Ottawa Trek. 21. (Some) women get the vote in Quebec, 1940. |
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| 22. The Newfoundland referendum, 1948. | 29. The Grasstown Smoke-In and the Gastown Riot, 1971. |
| 23. The baby boom. | 30. Founding of Greenpeace, 1971. |
| 24. The Royal Commission on National Development in the Arts, Letters and Sciences (Massey Commission), 1949-1951. | 31. Abolition of the death penalty, 1976. |
| 25. British Empire Games, 1954. | 32. Mackenzie Valley Pipeline Inquiry, 1974-1977. |
| 26. The slaughter of Arctic sled dogs. | 33. Rosemary Brown. |
| 27. Expo 1967. | 34. Gay Alliance Toward Equality. |
| 28. The Abortion Caravan, 1970. | 35. Gustafsen Lake (Ts'peten) standoff. 1995. |

You can select another topic in consultation with the instructor and/or your tutorial leader.

Okay, I have a topic. Now what?

1. Conduct a literature review to identify relevant sources.
2. Read about the topic. Build your knowledge and understanding of it: what happened? What was its wider historical context? What have historians argued about it?
3. Based on your research, develop an idea about why you think the topic is important.
4. Based on your research and interpretation of the topic's significance, decide what you would want a wider public audience to understand about it. Has this topic been discussed much in public yet? Is there something that is missing in existing public representations? Do you have a new angle to offer? Or a new "public" with whom would you like to share an historical interpretation? In other words, who is your audience and what should they know or understand about this topic that they don't already?
5. Then decide what medium or format you would want to use to communicate, represent, and interpret this topic to the public. What format do you think would be most effective in communicating your point to your intended audience? And what format do you feel particularly equipped and interested to propose?

What do you mean by format? There are many ways to share interpretations of Canadian history with a public audience. These include (but aren't limited to) lesson plans; plaques, interpretive signs, or monuments; murals or other public art projects; museum exhibits; songs; films; graphic histories or comics; Wikipedia articles, blogs, Twitter accounts, or Facebook pages; walking tours; and podcasts. You can pick any of these, or something entirely different. Remember, I am only asking you to propose and design the project, and you aren't expected to bring it to fruition in the course, so you don't need to worry about how you will actually build a forty-foot statue during the term!

A reminder. As you work on the project, come to talk to me (the instructor) or your tutorial leader if you have questions, if you are having difficulty with any part of this, or if you just want to chat about what you're doing. Drop into office hours or email to set up an appointment.



Portrait of Tommy Douglas, Stencil graffiti on concrete bench, UBC campus, 2012. Photo by Laura Ishiguro.

What do you need to know about being in this course?

Don't suffer in silence. I really encourage you to speak with me or your tutorial leader if you have any questions or concerns. Drop by during office hours, or email to arrange a meeting.

Your course, your responsibility. Course content and assignments build in complexity, and classes rely on everyone's active preparation and participation. It is your responsibility—both to yourself and to your colleagues—to attend, to keep up, and to seek help if you need it.

Come to class prepared and make sure that you have access to any required readings for the class, as discussion and activities will require your active use (rather than your general memory) of them.

Create community. We will deal with some challenging topics, and our success depends on the classroom being a respectful space where it is okay to make mistakes but never okay to be malicious. During discussion and class activities, give your colleagues your complete attention.

Practice common sense and respect in your use of technology, and be aware that your choices affect others. Phones should be turned to silent and put away. If you use a laptop in lecture, be aware that everyone around you can see your screen, and consider sitting at the back of the room. Also minimize the use of laptops in tutorial so that your primary attention can be with your colleagues. You may be asked to put technology away if it is a barrier to anyone's active participation. If you require its use beyond these parameters, ensure that you have given me the paperwork from Access and Diversity and/or otherwise contacted me.

Accommodations and accessibility. Students with disabilities or ongoing medical conditions can request academic accommodations from Access and Diversity under the terms of UBC's Policy 73. You can find out more here: <https://students.ubc.ca/academic-success/academic-supports/academic-accommodations-disabilities>. If you have been granted accommodations, ensure that I have the documentation from Access and Diversity as soon as possible, as you have a right to have these needs met.

And always, if there are aspects of this course that are barriers to your learning or inclusion, please speak with me so that we can develop strategies to meet your needs and course requirements. You are never required or expected to disclose to me the reasons for any access needs.

Academic conduct. This course is rooted in the principles of academic integrity. In its simplest form, this means we are all expected to do responsible and honest work. It involves following the policies for honest exam-writing, submitting your own original work produced for this course, and giving appropriate credit to everyone whose research, ideas, and writing have been essential for your own (ie. citing others properly). These practices are important for being part of an academic community and conversation; they help you demonstrate the research you have done; they are a way to acknowledge debts and be accountable to others; they are a valuable part of the course's learning experience; and they constitute a useful set of skills that are expected in a range of professions. In addition, there are serious repercussions for academic misconduct. These can include a zero on the assignment or in the course, a notation on your transcript, and/or suspension or expulsion from university.

How can you practice academic integrity and avoid plagiarism? A few tips include:

1. Start your assignments as early as you can, so that you are less pressed at the deadline.
2. Do the work yourself but remember that you can ask the teaching team for help if you are struggling with any stage of an assignment, or if you have had difficulty with plagiarism in the past. You can also see the final page of this syllabus for campus resources that can help.
3. Take careful notes when you research. That includes distinguishing between quotations (or anything close to a quotation) and notes written completely in your own words, as well as keeping track of the specific sources and page numbers where you found the material.
4. When you edit, ask yourself: Where did I find this information or argument? Are these words mine? Is this idea mine? Can this sentence be clearly distinguished from someone else's work? These questions will help you to identify whether a citation is needed.

See this Library guide for more: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>. Consult the UBC History Department's Writing Centre for details on the proper use of citations: <http://www.history.ubc.ca/content/common-questions-about-citations>. UBC's policies and definitions related to academic misconduct can be found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>. If you have any questions or concerns, please come to see me or your tutorial leader *before* you submit the assignment.



Black and white photograph of a roadside billboard shaped like an open book, with a large feather quill behind it. The book is designed like a textbook, reading "History of Canada" across the top of the page. On one side of the page, it declares: "New Westminster 6 miles from here. In 1864, the discovery of gold in the Kootenay district and the 'Big Bend' rush brought miners to New Westminster in large numbers. New Westminster made the outfitting place for the mines." The other side of the page declares in larger letters: "Dominion tires are good tires," and features an image of a tire. City of Vancouver Archives, AM-1535 CVA-99-2270, Stuart Thomson, "History of Canada" ad for Dominion Tires, taken for Duker and Shaw Billboards, ca. 1926, public domain.

Where can you find help or support?

You are always encouraged to come to a member of the teaching team if you need help, have questions or concerns, or just want to chat about the course. Here are some other places where you can find support or community in other forms:

1. **If you are in crisis and need to talk about anything, the Crisis Centre (<https://crisiscentre.bc.ca/>) is an off-campus resource with phone and chat options that are available 24 hours a day, 7 days a week.**
2. *History Department's Writing Centre* (<http://www.history.ubc.ca/content/writing-centre>): includes information on writing a research paper, developing a topic and thesis, and citation styles.
3. *UBC Learning Commons* (<http://learningcommons.ubc.ca/>): a range of useful learning resources.
4. *UBC Writing Centre* (<https://extendedlearning.ubc.ca/study-topic/writing>): non-credit writing courses if you wish to improve your academic, professional, business, and creative writing.
5. *UBC Library* (<http://www.library.ubc.ca/>): among other things, a useful series of workshops.
6. *Academic English Support Program* (<https://extendedlearning.ubc.ca/study-topic/english-additional-language>): support for those who use English as an additional language.
7. *Live Well, Learn Well* (<https://students.ubc.ca/health-wellness>): advice on time and stress management, and other counselling, health, and wellness issues.
8. *UBC Counselling Services* (<https://students.ubc.ca/health-wellness/mental-health-support-counselling-services>): counselling for UBC Students.
9. *UBC First Nations House of Learning* (<http://aboriginal.ubc.ca/longhouse/fnhl/>): services including academic advising and a computer centre for Indigenous students.
10. *International Student Guide* (<https://students.ubc.ca/international-student-guide>): resources, information, and services for international students.
11. *Arts Advising* (<https://students.arts.ubc.ca/advising/>): advising services for Arts students, including handling requests for academic concession.
12. *UBC Access and Diversity* (<https://students.ubc.ca/about-student-services/access-diversity>): a range of services, including those related to accommodations. Students with disabilities who wish to have academic accommodations should contact the Disability Resource Centre without delay, so that I will be informed of relevant accommodations as soon as possible.
13. *AMS Sexual Assault Support Centre* (<http://amssasc.ca/>): free and confidential support for people of all genders who have experienced sexual assault, partner violence, and harassment.
14. *Speakeasy* (<http://www.ams.ubc.ca/services/speakeasy/>): free, confidential, one-on-one peer support through the AMS.
15. *AMS Tutoring* (<http://www.ams.ubc.ca/services/tutoring/>): AMS-run student tutoring.
16. *Advocacy and Ombudsperson Offices* (<http://www.ams.ubc.ca/services/advocacy-ombuds/>): resolving student disputes and representing students.
17. *AMS Food Bank* (<http://www.ams.ubc.ca/services/food-bank/>): emergency food relief.
18. *Enrolment Services Professional* (<https://students.ubc.ca/about-student-services/enrolment-services-professionals-esp>): support for a range of issues, including if you experience financial distress.
19. *VICE* (<http://www.ams.ubc.ca/services/vice/>): AMS group providing education, dialogue, and mentorship regarding substance use and harm reduction.