

Canadian Environmental/Social History (HIST 4890)

Studies in Canadian Environmental/Social History (HIST 7672)

History Department, Faculty of Arts, University of Manitoba, Fall 2021 and Winter 2022

CRN 21470 (HIST 4890) and CRN 21711 (HIST 7672)

class time: Mondays 11:30am–2:15pm

location: Zoom (meeting ID: 918 0784 5613; passcode: 518087)

instructor: Dr. Jocelyn Thorpe (she/her – please call me Jocelyn)

office hours: after class on Zoom and/or by appointment (set by messaging me on Teams)

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Territorial Acknowledgement

Territorial acknowledgements are becoming more commonplace. As they do, perhaps they mean less than they did before, becoming words we say before getting on with the sports event, concert or academic talk. As a Métis colleague at the university recently said, “territorial acknowledgements are meant to make settlers feel uncomfortable.” If the logic of settler colonialism works in part through the idea that settlers are settled – at home in this territory – then part of unsettling settler colonialism involves shaking up that comfortable, settled feeling, allowing us to realize that we have no justified claim to these lands, that other people were here first. Settlers’ “at home” feeling is intimately connected to the

dispossession of Indigenous peoples from their homelands. It is uncomfortable. So now what? 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 is located on Treaty 1 territory. This acknowledgement of territory is a first action of learning the history of the ground upon which we stand. This course digs deeper into that history, allowing us to understand how we got from there to here, and therefore, I hope, clarifying our responsibilities in the present to work toward decolonization.

Course Description: Or, is this course for you?

The frame that we put around the past shapes what we understand as history. In this course, we will study relationships between humans and their non-human environments over time. Humans both shape and are shaped by the world around them, and power relationships among people connect to the non-human world too. We will study how power works in and through human relationships with one another and with the rest of the world. In order to do so, we will focus on close readings of recent historical scholarship that examines human/environment relationships. We will also study primary sources. Students will engage in scholarly research and writing, active class participation and peer review of each other's course work. This course will improve your (likely already strong) research, writing and analytical skills. For more information about how I think about environmental history (hint: what history is *not* environmental history?!), then please feel free to have a look at this blog post: <https://niche-canada.org/2016/04/27/indian-residential-schools-an-environmental-and-gender-history/#comments>.

Course Goals

I hope students learn a great deal about the history of our region and our world, as well as gaining an appreciation of the usefulness of a framework that includes the non-human world in our analysis of the past. I also hope students recognize the degree to which historical knowledge is key to comprehending present-day environmental/social concerns, and to connecting social and environmental justice issues.

Intended Learning Outcomes

By the end of the course, students should be able to:

- explain relationships between the histories of people and the histories of the non-human world
- evaluate the usefulness of an environmental/social history framework for making sense of the past
- appraise the degree to which an analysis of the past aids in making sense of the present
- think critically and write succinctly and analytically about course materials and concepts
- analyse primary sources
- improve listening and/or speaking skills in the virtual classroom

The Most Important Things to Know Right Away

Online learning is strange and different from real-life learning, and yet here we are, still. For this course, I have adapted the lessons of Dr. Patrick Watson, who teaches remotely all the time, not just because of a pandemic. He has written a very helpful blogpost called “How to Teach without a Classroom,” in which he states that all members of a learning community have key questions they need answered. Immediately below are those questions and their answers, written in the spirit of us working together to build a “warm, fair, open, and just online community” (in Watson’s lovely words. If you’re curious about his blogpost that has been central to the development of this course, you can check it out here:

<https://medium.com/@patrickdkwatson/how-to-teach-without-a-classroom-ff6a1f074e90>). Here we go:

What is expected of me?

There are two kinds of work required of you in this course: prep work and portfolio work. **Prep work** is meant for you to practice the skills of the course: careful reading, critical thinking, and thoughtful writing and speaking. You will be expected to do prep work for each class and to show evidence of that prep work through handing in small assignments on Teams. Prep work does not have to be perfect, but it does need to be written in full sentences (unless otherwise stated) and to show consistent engagement with course material. In general, each prep work assignment that you hand in will be 1 to 2 double-spaced pages in length, but further details about each week’s prep work will be posted on Teams under the date the assignment is due. **Your prep work is due any time before class on the assignment date.** If, during class, you have new thoughts and find that you’ve changed your mind about what you wrote, you are welcome to add comments to your prep work after class. You don’t need to change your original post. **Portfolio work** is polished work, meant to be shown off to your family and friends as well as to your prof and peers in class. The portfolio assignment for this course is an essay based on primary sources, which makes use of course readings as secondary source material. In the winter semester, you will have the chance to hand in a draft of your portfolio assignment, work with your peers on reviewing each other’s drafts, revise your draft and resubmit it.

Grade breakdown

assignment	value	due date
prep work	50% (grad), 60% (undergrad)	before class each Monday
reading presentation	10% (grad), 0% (undergrad)	once during the year (mandatory for grad students, optional for undergrads)
primary source analysis	10%	February 14, 2022
essay peer review	10%	March 21, 2022
essay	20%	April 4, 2022

How do I know if I am succeeding?

In this course, I aim to evaluate your consistent, reliable effort: what you put into the course. The prep work grades work in a simple way that you can keep track of on your own. Everyone will begin with an A. If you complete all prep work to a satisfactory level in advance of the deadlines, you will maintain an A in 50 (grad students) or 60 (undergrad students) percent of your final course grade. Each time you miss a deadline or turn in poor-quality work, your grade will drop half a letter grade. A (85) becomes A- (82) becomes B+ (78) becomes B (75) becomes B- (72) and so on. There are no extensions and no make ups.¹ If you miss a deadline, you don't need to offer an excuse; I will assume you have missed it for a good reason. We all have competing priorities and we all need to figure out how to balance our responsibilities. Missing one assignment is no big deal; this system of grading makes it clear what the cost is. Missing several assignments will ensure that you will not pass the course. If your prep work is consistently excellent and handed in on time, you will earn an increase of half a letter grade on your total grade for prep work.

The rest of your grade will be evaluated according to the following more traditional grading scheme:

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure

Descriptions of assignments are below under the heading "Assignment Descriptions." If you wish to appeal a grade given for term work, you must do so within ten working days after the grade for the term work has been made available to you.

Where do we gather?

Our online community will gather in two places:

1) **Teams!** I have added you to the "Environmental/Social History (HIST 4890/7672)" team on Microsoft Teams. You have access to Teams through your U of M email address. Simply go to the Microsoft Teams website (<https://www.microsoft.com/en-ca/microsoft-365/microsoft-teams/group-chat-software>), click "sign in" and you will be taken to your U of M sign-in page. Use your U of M email address and login ID to access Teams. There is a simple download to do so that you will have easy access to our team. Everything related to the course will be posted there and you will hand in your assignments there in the dated prep work channels.

Since we have no physical classroom, Teams will be our virtual gathering place and our workspace. If you're doing readings for class or are working on an assignment and find yourself stuck, ask a question on Teams. Everyone gets stuck sometimes! If you come across a good article or video related to the course, post it on Teams. Others will be glad to see it too! When in doubt, look on Teams. I will check Teams every day and it's a good place to ask me questions too, either under "General" or in a private chat.

¹ Medical and compassionate reasons are the only exception to this rule. Because of the COVID–19 pandemic, students who are unable to meet a course requirement due to medical circumstances do not need to submit a medical note. You do, however, need to contact me as soon as you can so that we can make arrangements for an extension, deferral or make-up assignment.

2) **Zoom!** The pandemic has shown many of us that a lot can still happen without meeting in person. It's also shown many of us that things are simply not the same without getting to see one another face-to-face. Humans, as it turns out, need human interaction. In this class, we will use Zoom to interact with one another and to learn as a community. Be prepared to discuss prep work, concepts and ideas with your classmates all together and in small groups. I expect you to ask questions and to discuss key concepts, readings and other course materials with your classmates. Your reading presentations will also take place on Zoom. Connect, learn and discuss course ideas. This is what our not-quite-face-to-face time together is for.

Our **Zoom meetings will take place Mondays from 11:30am to 2:15pm**. We will use the same meeting ID and passcode for each session: **meeting ID – 918 0784 5613; passcode – 518087**. I can also meet you one-on-one for phone or video conference either on Zoom or Teams. Please send me a message on the chat function of Teams to set up a meeting.

Is there a textbook?

There are quite a few books to read for this course; it's an upper-year/graduate-level seminar, after all. All course books are required and are available to purchase at the university bookstore.

The required books are:

1. Daschuk, James. *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Indigenous Life*. Regina: University of Regina Press, 2019.

We are starting with the text that takes us furthest back in time while staying close to home, geographically speaking. This book shows that we cannot ignore the role of the non-human world, including its microbes, in making sense of the past. It also shows the deep and long-term effects of European colonization on Indigenous peoples and lands, and in so doing demonstrates the relationship between social and environmental history.

2. Stunden Bower, Shannon. *Wet Prairie: People, Land, and Water in Agricultural Manitoba*. Vancouver: UBC Press, 2011.

Sticking close to home and moving closer to the present with this book, we again see the mutual shaping of people and the rest of the world. It turns out that drainage is not just important, but also political.

3. Peters, Evelyn, Matthew Stock, and Adrian Werner. *Rooster Town: The History of an Urban Métis Community, 1901–1961*. Winnipeg: University of Manitoba Press, 2018.

Moving even closer to home (I'm not originally from Manitoba, but this book focuses on a geographical location that is ten minutes away by bike from my Winnipeg home) and closer to the present day, *Rooster Town* shows that what we might think of as "nature" or "the environment" does not begin at the city's edge, but rather is part and parcel of life no matter where you live. It also shows that environmental racism has a history that we can read through urban records and newspaper articles.

4. Luby, Brittany. *Dammed: The Politics of Loss and Survival in Anishinaabe Territory*. Winnipeg: University of Manitoba Press, 2020.

As the semester draws to a close, we are going to move out from the prairies, but not too far (until January), in order to learn about the harnessing of water power for the benefit of settlers at the expense of Indigenous peoples. Colonialism is a matter of infrastructure as well as a matter changing social and environmental relationships. Luby's text centres Anishinaabe perspectives on the past, showing that what we study shapes what we can know.

5. Burton, Antoinette and Renisa Mawani. *Animalia: An Anti-Imperial Bestiary for our Time*. Durham and London: Duke University Press, 2020.

This book foregrounds "the British empire as a multispecies enterprise," encouraging readers to examine how imperial power worked in part through the organization of non-human life (1). I chose it because it's new (I can't resist the new ones!) and co-edited by scholars of empire whose work I know and respect. Also, I think the format is unique and potentially cool, and it gives you options for your primary source analysis, which seems useful. I'm hoping its big-picture take will help you zero in on a topic.

6. Penashue, Tshaukuesh Elizabeth (author) and Elizabeth Yeoman (editor). *Nitinikiau Innusi I Keep the Land Alive*. Winnipeg: University of Manitoba Press, 2019.

I chose this one because it is the first-person account of a prominent Innu activist who led the campaign against NATO's low-level flying and bomb testing on Innu territory beginning in the 1980s. It covers an important recent environmental and social history and at the same time offers a different way into historical writing, giving us the opportunity to consider what makes something a primary and/or a secondary source and how to incorporate first-person accounts into our own work.

7. Hill, Susan M. *The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press, 2017.

In the first week of classes, I learned that many of you have a strong interest in learning more about Indigenous history. This text reveals the intertwined character of Indigenous and environmental history, as well as reinforcing the role of the non-human world in European colonialism while also showing that colonialism is not the whole story.

8. Rutherford, Stephanie. *Villain, Vermin, Icon, Kin: Wolves and the Making of Canada*. Montreal and Kingston: McGill-Queen's University Press, forthcoming 2021.

Cards on the table: Steph is one of my closest friends and her book is totally relevant to our class and it's brand new. It's a no-brainer, right? And a funny story: when she sent me the cover image, I wrote back saying that I loved the cover and also the title. She said that the title was my idea, which I had completely forgotten. Great title, right?!...

9. Perry, Adele. *Aqueduct: Colonialism, Resources, and the Histories We Remember*. Winnipeg: ARP Books, 2016.

Adele is also a good friend of mine, but I promise that we are not reading books just because they were written by my friends. I chose this one (and the next one) in response to your request to read more about this part of the world. The history of how Winnipeg got access to clean drinking water, and how Shoal Lake 40 First Nation lost its land and clean water as a result, is better known now than it once was, in part because of this book and in part because of efforts by members of the Shoal Lake 40 community to build Freedom Road and to access clean drinking water. I also like the emphasis in this book on the politics of commemoration. What we know and do not know about the past is a product in part of the power relations that some of us seek to alter, and this is an important idea to grapple with for people who are likely to write histories.

10. Dorries, Heather, Robert Henry, David Hugill, Tyler McCreary and Julie Tomiak (eds.). *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. Winnipeg: University of Manitoba Press, 2019.

I chose this one also in response to your interest in Indigenous and local histories. Here we have both! Also, the transnational angle gives us the opportunity to discuss the boundaries of history in another way. Finally, past and present come together in this book in a way that might challenge us to consider, as we have been, when history begins and ends.

How much time should I expect to spend on this course?

A full-time course load is similar to a full-time job. Since the average full-time job is approximately forty hours a week, and since a full course load is comprised of five courses, it makes sense that you would spend approximately eight hours per week on each of your courses. I have designed this course to take up approximately eight hours of your time per week, including time spent in class. Since we meet only once a week, it might be tempting to do all your prep work the morning of our class. Resist the urge! Spread out the reading and work throughout the week and you will have more fun engaging with course materials.

What are the tech requirements for this course?

We are going to try to keep things simple in this course. As stated above, we will use Zoom to meet and we will use Microsoft Teams to ask and answer questions, to chat, to share links and readings, and to submit work. Based on the above, in order to participate fully in this course, you will need:

- access to high-speed internet and a device to use for course connection and work
- a device that has a webcam and audio so that we can see and hear you
- a @myumanitoba.ca email address so that you can use Microsoft Teams, which you can access with your @myumanitoba.ca email account
- Zoom downloaded and installed

One goal I have for this course is to make it feel like a community even without the classroom. We will harness the technology we need in service of this goal, and we will try not to let the technology get in the way of our learning. If you need tech support, please contact the Information Services and Technology Service Desk through this website: <http://umanitoba.ca/ist/help/>.

How do I handle the awkwardness of Zoom conversations, plus what are the rules?

On the first day of class, we will complete an exercise that encourages us all to be reflective, respectful listeners and communicators in class. The main rules for our class are to do your best and to treat one another and yourself respectfully and with kindness. We will develop our own system of communication to make Zoom communication as unawkward as possible. For example, we might decide to use the chat function to add onto one another's points and/or to reinforce what others are saying. Alternatively, we might decide not to use the chat function at all. One thing I have found helpful is when students use the "raise hand" feature of Zoom to indicate that they would like to speak and then to end their turn by saying "over" so that it is clear that someone else can speak without interrupting.

Course Schedule

This schedule is subject to change, depending on your learning needs, as the course unfolds. I will give you at least one week's notice of any changes. Required readings listed below may be supplemented by other material, for example articles, podcasts and/or videos, posted on Teams under "prep work" for each class.

Date	Class Content	Required Readings	Evaluation/Action
Sept. 13	introductions to course and each other		
Sept. 20	Who and what have history?	<i>Clearing the Plains</i> , chapters 1–4	see "prep work for Sept. 20" on Teams
Sept. 27	environment and society	<i>Clearing the Plains</i> , chapters 5–7	see "prep work for Sept. 27" on Teams
Oct. 4	environment and health; guest!	<i>Clearing the Plains</i> , chapters 8–conclusion	see "prep work for Oct. 4" on Teams
Oct. 11	no class (university closed)		

Date	Class Content	Required Readings	Evaluation/Action
Oct. 18	Who's the boss of the land?	<i>Wet Prairie</i> , introduction–chapter 2	see “prep work for Oct. 18” on Teams
Oct. 25	expertise and drainage	<i>Wet Prairie</i> , chapters 3–4	see “prep work for Oct. 25” on Teams
Nov. 1	managing lands for whom?; guest!	<i>Wet Prairie</i> , chapters 5–conclusion; <i>Rooster Town</i> , chapter 1	see “prep work for Nov. 1” on Teams
Nov. 8	no class (university closed)		
Dec. 13 (changes due to strike)	Is a city the environment too?	<i>Rooster Town</i> , chapters 2–3	see “prep work for Nov. 15” on Teams
Dec. 20	environmental racism	<i>Rooster Town</i> , chapters 4–conclusion	see “prep work for Nov. 22” on Teams
Jan. 10	starting points: whose?	<i>Dammed</i> , introduction–chapter 3	see “prep work for Nov. 29” on Teams
Jan. 17	water power, environmental change	<i>Dammed</i> , chapters 4–conclusion	see “prep work for Dec. 6” on Teams
Jan. 24 (semester two!)	animals and empire 1	<i>Animalia</i> , A to G (pages 1–78)	see “prep work for Jan. 24” on Teams
Jan. 31	animals and empire 2	<i>Animalia</i> , H to Q (pages 80–151)	see “prep work for Jan. 31” on Teams

Date	Class Content	Required Readings	Evaluation/Action
Feb. 7	animals and empire 3	<i>Animalia</i> , R to Z (pages 154–225)	see “prep work for Feb. 7” on Teams
Feb. 14	framing the first-person narrative	<i>Nitinikiau Innusi</i> , prologue to the end of part two (pages vii–113)	primary source analysis due
Feb. 21	no class (Louis Riel Day)		
Feb. 28	environmental history and storytelling	<i>Nitinikiau Innusi</i> , part three, part 4 and epilogue (pages 115–204)	see “prep work for Feb. 28” on Teams
Mar. 7	When does history begin? Who and what matters?	<i>The Clay We Are Made Of</i> , introduction, chapters 1–2	see “prep work for Mar. 7” on Teams
Mar. 14	transculturation as a useful frame?	<i>The Clay We Are Made Of</i> , chapters 3–4	see “prep work for Mar. 14” on Teams
Mar. 21	peer review day	each other’s essays!	essay peer review
Mar. 28	Assimilation? Who, to what?	<i>The Clay We Are Made Of</i> , chapters 5–6, conclusion	see “prep work for Mar. 28” on Teams
Apr. 4	settler perspectives	<i>Villain, Vermin, Icon, Kin</i> , introduction, chapters 1–3	essay due
Apr. 11	changing perspectives	<i>Villain, Vermin, Icon, Kin</i> , chapters 4–7, epilogue	see “prep work for Apr. 11” on Teams
Apr. 18	water is back (did it leave)?	<i>Aqueduct</i> , the whole thing (it’s short)	see “prep work for Apr. 18” on Teams

Date	Class Content	Required Readings	Evaluation/Action
Apr. 25	the end of the line	<i>Settler City Limits</i> (nothing like assigning too much for the last class; we will divide it up on the 18 th so that we are ready for today)	be ready to summarize and analyse your chapter(s)

Assignment Descriptions

1. Prep Work

GOAL: Prep work is designed to ensure that you complete and think analytically about your course readings, which in turn will allow you to meet the intended learning outcomes of: explaining relationships between people and environments over time, evaluating an environmental/social history framework for making sense of the past, appraising the degree to which an analysis of the past aids in making sense of the present, and thinking critically and writing succinctly and analytically about course materials and concepts.

PROCEDURE: By Tuesday of each week, I will post the prep work assignment for the following week on Teams under a channel designed for the purpose. Prep work will usually consist of a 1– to 2–page written response to a question or questions about the readings posed by me. (Grad students should aim for 2 pages; undergrad students may choose to write longer than one page, but one page is sufficient.) I will read and respond to prep work within a few days of your handing it in. You will have more than ten pieces of prep work evaluated by me before the VW date of January 28, 2022.

SUBMISSION GUIDELINES: Prep work is due any time before class on the assignment due date. You should hand it in on the Teams channel dated “prep work for x date.” Please double-space your assignments and use regular (approximately 1-inch) margins. Make sure to save the file that you upload with your name on it, as well having your name on the actual document. (For example, I might name my file “Jocelyn Thorpe’s prep work for Sept. 20.”) No late prep work assignments will be submitted. (See page 4 of this syllabus for details on this rule.) If you are using direct quotations from a course text in your prep work, or paraphrasing, please be sure to cite the page number or page numbers you used. History students usually use the Chicago style guide, which is fine with me. For help with referencing, please see: libguides.lib.umanitoba.ca/content.php?pid=356868&sid=2918540.

EVALUATION CRITERIA: Prep work is evaluated on a pass/fail basis. If you follow the directions and answer the questions satisfactorily, you will pass and maintain an A in this portion of your grade. If you miss a deadline or turn in poor-quality work, you will not pass that week’s prep work assignment, and I will let you know in a private message on Teams. Your grade will drop half a letter each time you miss a deadline or hand in poor-quality work. If your answer hits the ball out of the park, you will receive a pass+. If you consistently receive pass+ on your prep work, your grade for the prep work will move from an A to an A+. You do not need to worry about getting answers exactly right. You will be evaluated on your level of analysis and engagement with the reading and question(s). I have used this method of evaluation since

the beginning of online learning and I have found that students sometimes find it scary at first but quickly adjust once they learn that I am not out to get them.

2. Reading Presentation

GOAL: It is cliché (because it's true!) to say that the best way to learn something is to teach it. The purpose of this assignment is to allow graduate students to take their analytical and speaking skills to the next level, thus meeting the intended learning outcomes of thinking critically about course materials and improving speaking skills in the virtual classroom. Some undergraduate students might also want to take on the challenge of presenting to the class, and you are welcome to sign up for a presentation that will count as one week work of prep work.

PROCEDURE: Students will sign up for a presentation date after the first class. On the date selected, the student will present for 10 to 15 minutes, answering the following questions: What are the most important ideas of these chapters, and why are they important? How does the author include the non-human world in the analysis? What connections do you notice between the history the author offers and current-day issues? The presentation should end with 2 or 3 discussion questions for the class. You may use presentation software for your presentation, but it is not necessary.

SUBMISSION GUIDELINES: Students do not need to hand in anything. I will evaluate the presentations in real time.

EVALUATION CRITERIA: Presentations will be evaluated for content and style. Content criteria include: quality of answers to the questions and quality of discussion questions posed. Style criteria include: engagement with audience and organization of presentation.

3. Primary Source Analysis

GOAL: The goal of this assignment is to get you started on your essay for this course by having you select and analyse a primary source related to social/environmental history. The assignment fulfills the intended learning outcome of analysing primary sources.

PROCEDURE: Students will select a primary source to analyse that is related to Canadian environmental and/or social history. We will discuss primary source options in class, and there are suggestions offered in *Animalia* as well. The U of M Archives and Special Collections (<https://umanitoba.ca/libraries/archives-special-collections>) might also be a good place to start. Then, in 2 to 3 double-spaced pages, describe the source: what is it? Where did you find it? Why did you choose it? What do you notice about it particularly? What does it tell you about Canadian environmental/social history? You don't need to make connections to specific course readings, but you are welcome to do so if it helps you answer the last question.

SUBMISSION GUIDELINES: Please hand in the analysis on Teams in the channel "primary source analysis."

EVALUATION CRITERIA: Primary source analyses will be evaluated for content and style. Content criteria include: description of primary source and quality of connections made to Canadian social/environmental history. Style criteria include: length, sentence structure, wording, spelling and punctuation.

4. Essay Peer Review

GOAL: This assignment aims to help you improve your writing skills, and corresponds with the intended learning outcome of encouraging you to think critically and write succinctly and analytically about course materials and concepts.

PROCEDURE: Before class on March 21, you will hand in your essay for this course (see description below). Then, on the 21st, I will divide the class up into small groups for the peer-review process. The steps are as follows: 1) read the essays of your group members (likely the groups will be of 3, which means each person will read 2 essays in addition to their own); 2) meet together as a group, likely on Teams (I will set up the groups); 3) discuss each group member's essay in turn. Before the peer review, I will provide a detailed list of questions to answer while you read as well as some suggestions about how to give and receive comments. This can be a really useful experience for all involved, and I am confident it will be just that with our group.

SUBMISSION GUIDELINES: Please hand in the essay under the "essay peer review" channel on Teams prior to the 21st. Then, in order to have this part of your grade credited to you, you need to: 1) show up for class; 2) read your group members' essays; 3) provide comments to them in your group meeting; 4) listen to their comments on your essay during the same meeting; 4) write me a one page summary, likely during class but afterwards is also fine, of your group's activities and what you will take away from the experience in order to improve your paper.

EVALUATION CRITERIA: This assignment will be evaluated by showing up with a completed draft and bringing your best work to your group. Showing up, doing the work and reflecting upon it in the summary you provide to me will result in a perfect grade of 10/10.

5. Essay

GOAL: This assignment aims to have you integrate your primary source analysis with your learning from class readings and discussions. It is your opportunity to contribute to knowledge of Canadian environmental/social history, thus addressing all course intended learning outcomes except for the one about listening and speaking in the classroom. 😊

PROCEDURE: I know history students like to write long papers (is this really true?), but I like reading essays that say a lot in a short space. Might we compromise? I was thinking 9 to 12 pages for undergraduate students and 15 to 18 pages for graduate students, not including notes/bibliographies. We will determine in class in January a length that we can all agree on. The essays must: offer and defend an argument about Canadian social/environmental history, make use of one or more primary source(s), and incorporate at least 5 of our course texts in meaningful ways.

SUBMISSION GUIDELINES: Please hand your essays in on the "essay" channel on Teams on or before April 4.

EVALUATION CRITERIA: Essays will be evaluated for content and style. Content criteria include: quality of argument and use of primary and secondary sources. Style criteria include: length, sentence structure, wording, spelling and punctuation.

Student Rights, Responsibilities, Services and Supports

As a student of the University of Manitoba you have **rights and responsibilities**. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Please become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The **Academic Calendar** (<https://umanitoba.ca/registrar/academic-calendar>) is one important source of information. Please note in particular the sections *University Policies and Procedures* and *General Academic Regulations*, some of the content of which is included below. First, the University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include these: **Respectful Work and Learning Environment** (http://umanitoba.ca/admin/governance/governing_documents/community/230.html), **Student Discipline** (http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html), **Intellectual Property** (https://umanitoba.ca/admin/governance/governing_documents/community/235.html), and **Violent or Threatening Behaviour** (http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

If you experience **Sexual Assault**, or know a member of the University community who has, please know that there are supports and resources available to you whether or not you choose to report the assault. The University of Manitoba wants to be a safe and supportive place for people to disclose sexual assault and receive the best care and referral possible. Information and resources can be found at the Sexual Assault site (<http://umanitoba.ca/student/sexual-assault/>), and the **Sexual Assault** policy may be found here: http://umanitoba.ca/admin/governance/governing_documents/community/230.html.

Please contact an **Academic Advisor** within your faculty, college or school for questions about your academic program and regulations: <http://umanitoba.ca/academic-advisors/>. Please contact Student Advocacy (<http://umanitoba.ca/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.

The **Academic Learning Centre** (ALC) services may be helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, as well as test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 business hours to return your paper with comments.) All Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website

at <http://umanitoba.ca/student-supports/academic-supports/academic-learning>. This History department will also have a writing tutor available one day a week exclusively to students in History. Details to follow.

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.

UM History Student Association (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 website www.umhisa.com or by emailing umhisau@gmail.com.

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.

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: https://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 assignment and may result in F-DISC (discipline) in the course. This notation appears on a student's transcript. 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 5 years from registration in courses taught in a particular department/program in Arts or from all courses taught in Arts.

The University of Manitoba is committed to providing all students equal access to learning opportunities. **Student Accessibility Services (SAS)** is the office that works with students who have permanent, chronic, or temporary disabilities to provide and/or arrange reasonable accommodations. If you have or think you may have a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical or temporary), you are invited to contact SAS to arrange a confidential discussion: (204) 474-7423 (V), (204) 474-9790 (TTY) or Student_accessibility@umanitoba.ca. If you are registered with SAS and have a letter requesting accommodations, please contact me early in the semester to discuss the accommodations outlined in their letter. Additional information is available at the Student Accessibility Services website: <http://umanitoba.ca/student/saa/accessibility/>.

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Please contact the **Student Counselling Centre** (<http://umanitoba.ca/student/counselling/index.html>) 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. The centre offers crisis services as well as individual, couple, and group counselling. Please contact **Student Support Case Management** (<http://umanitoba.ca/student/case-manager/index.html>) if you are concerned about yourself or another student and don't know where to turn. People there help connect students with on and off campus resources, provide safety planning, and offer other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Please contact the **University Health Service** (<http://umanitoba.ca/student/health/>) for any medical concerns, including mental health concerns. Please contact our **Health and Wellness Educator** (<https://umanitoba.ca/student-supports/health-wellness>) if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault. For comprehensive information about the full range of health and wellness resources available on campus, visit the **Live Well @ UofM** site: <http://umanitoba.ca/student/livewell/index.html>.

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 send a message on Teams and we will talk about it. Also, please keep in mind that the University of Manitoba and I hold copyright over the course materials, and that course materials are meant only for your private study and research.