University of Manitoba – Faculty of Arts – Department of History

Regular Session: Fall 2012

History 7772: Archives, Public Affairs, and the Truth and Reconciliation Commission of Canada (3 credit hours)

When: Mondays, 8:30-11:30, Fall term
Where: Migizii Agamik boardroom (second floor)

Professor Greg Bak
Office: 247 St. John’s College
Phone: 272-1578
Email: greg.bak@ad.umanitoba.ca
Office hours: Thursdays, 9:00-12:00, or by appointment.

Archival Studies Program website:
http://umanitoba.ca/faculties/arts/departments/history/archives/index.html

Prerequisites: This is a graduate course in History. Non-History graduate students can take the course with permission of the instructor.

Course Information

Description (from course calendar): This course will explore connections between archives and public affairs. It will include an in-depth examination of the many and varied archival issues that inform the origins, operations and goals of the Truth and Reconciliation Commission of Canada.

Course Objectives:

Archival records, those building blocks of history, have histories of their own. This course explores how archives are created and managed, and the roles of archival records and archival processes in public affairs. This course does not offer a straightforward history of Canada’s Indian residential schools policy.

We will consider how archival management practices can become barriers to the use of archives for social justice, and explore how archivists can adjust their practices to better enable such use of archival records. While maintaining a principal focus on the archival history and archival management of records related to Canada’s Indian residential schools and the Truth and Reconciliation Commission of Canada, other Canadian and international examples will be raised.
The course is organised around three major themes: archives and reconciliation; accountability through archives; and community archives and archival responsibility.

The course combines seminar-based discussions with visits to local archives and discussions with archivists.

**Required Textbook(s):** There is no required textbook in this course.

**Recommended Readings:** I will supply reading lists of required and supplementary readings. Most of these materials will be available either online or electronically through the library.

**I expect you:**
- To attend every seminar and to arrive on time. If you are going to miss a seminar, or if you are going to be late, please email me in advance.
- To be prepared for every seminar. This means having completed the readings and being ready to enter a discussion, offer a critical response, share your reactions, draw out common themes among the readings as a body and so on.
- To participate in every seminar by speaking up, responding to questions, raising questions about readings and course content and so on.
- To be courteous and respectful in responding to others in the classroom.
- To meet deadlines.
- To provide feedback throughout the course.

**You can expect me:**
- To arrive at class 10 minutes early and stay 10 minutes after.
- To start and end seminars on time.
- To promote respectful, courteous and equitable seminar participation.
- To be available to meet outside of class time, during office hours or by appointment.
- To provide feedback on request as well as in response to written assignments.

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Length</th>
<th>Due</th>
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<tbody>
<tr>
<td>Seminar participation</td>
<td>30%</td>
<td>--</td>
<td>Ongoing throughout term</td>
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<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>4-6 pages</td>
<td>October 9</td>
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<tr>
<td>Assignment 2</td>
<td>20%</td>
<td>4-6 pages</td>
<td>November 13</td>
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<tr>
<td>Essay proposal</td>
<td>5%</td>
<td>2-5 pages</td>
<td>November 13</td>
</tr>
<tr>
<td>Term paper</td>
<td>25%</td>
<td>12-15 pages</td>
<td>December 3</td>
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**Seminar participation** is worth 30% of your grade. To participate in a seminar you must have completed all of the assigned readings and have prepared a critical response to the readings prior to coming to class. During the class you will be expected to speak up and contribute to the discussion of the readings. On weeks when you are assigned an **individual reading**, you should be ready to deliver a short (5 minute) overview of the main themes of the work, and to discuss how it relates to the common readings and seminar themes. After each seminar, I ask that you send me an email providing feedback on some aspect of the seminar discussion, readings or the
course in general. Although you are required to send one each week, feedback email will not be graded for content.

The first assignment (Migrations of Meaning) is worth 20% of your grade and consists of a 4-6 page paper. It requires that you examine the archival implications of the bureaucratic origins and subsequent use of Indian Residential School records.

The second assignment (It’s all on the Web) is worth 20% of your grade and consists of a 4-6 page paper. It requires that you work directly with residential school records in order to analyze the challenges of using them in residential schools research. You will also be asked for practical suggestions for how to improve access to the records.

The essay proposal is worth 5% of your grade and will be 2-5 pages in length. It consists of a 250 word abstract and a preliminary bibliography for an essay that will present a practical definition of reconciliation and discuss how archives can contribute to reconciliation within the terms of the stated definition.

The term paper is worth 25% of your grade and should be 12-15 pages. It will develop the paper described in your essay proposal, taking into account the feedback provided on the proposal.

Evaluative feedback will be provided prior to the voluntary withdrawal (VW) date of Nov. 14, 2012.

Grade Scale:
A+ 85% and over  C+ 66-69%
A 80-84%  C 60-65%
B+ 76-79%  D 50-59%
B 70-75%  F less than 50%

Referencing Style Guide: The style guide for Archivaria (available at the Association of Canadian Archivists' website) is used in this course. See: http://www.archivists.ca/sites/default/files/Attachments/Communications_attachments/Archivaria/Archivaria_Style_Guide-Jan2010.pdf

Late Assignments: One mark will be lost for each day the assignment is overdue.

Faculty Policy on Uncollected work: Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Academic Dishonesty
The University’s regulations regarding plagiarism, cheating and impersonation found in Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the
Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html) which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

**Syllabus at a Glance**

1. **Introduction**  
   a. Syllabus, course policies  
   b. Indian residential schools, archives and the TRC

   **Unit 1: Archives and Reconciliation**

2. **The TRC**  
   a. TRC operations  
   b. TRC National Research Centre

3. **Reconciliation?**  
   a. Apologies  
   b. Case study: the United Church apologies and archives

4. **South Africa's TRC**  
   a. Archives and apartheid  
   b. South Africa's TRC: archival issues
THANKSGIVING HOLIDAY: MONDAY, OCTOBER 8

ASSIGNMENT 1 DUE TUESDAY, OCTOBER 9

Unit 2: Accountability through Archives

5. Why records are created and kept 15 Oct
   a. Records follow functions / records enable functions
   b. Records as evidence

6. Access to records 22 Oct
   a. Public access: theory and legal requirements
   b. Tools for access

7. The IRS records universe 29 Oct
   a. Institutional records
   b. Aboriginal archives

8. Navigating the IRS records universe 5 Nov
   a. What has been preserved and what has been lost? What should have been preserved?
   b. Imagining an archives that goes beyond a simple storage model

REMEMBRANCE DAY OBSERVED: MONDAY, NOVEMBER 12

ASSIGNMENT 2 DUE TUESDAY, NOVEMBER 13
ESSAY PROPOSAL DUE TUESDAY, NOVEMBER 13

Unit 3: Community Archives and Archival Responsibility

9. Who owns archival records? 19 Nov
   a. Societal provenance
   b. Protocols

10. Community archives 26 Nov
    a. Theory
    b. Practice

11. Archives and storytelling 3 Dec
    a. Archives as narrations
    b. Learning from storytelling traditions

[Classes end on Wednesday, December 5]