Course Description:

This course examines selected topics in the social history of Winnipeg, from settler-indigenous contact to the post-World War II period. Topics covered include the history of Treaty 1 (the ‘Stone Fort’ Treaty), Métis displacement, immigration, labour unrest, and community building. The theme of the course this year is “mapping the city” – we will be exploring the urban maps generated by scholars and artists, and doing our own mapping of the social, artistic, political, and environmental histories of the city.

Students can expect to learn something about the following:

- Aspects of Winnipeg’s social and economic history, including the history of urban development, working class and immigrant experiences, and Aboriginal peoples.
- Where to find and how to use primary sources in local history
- Methods of interpreting textual, oral and visual primary sources

Course Structure:

The course is divided into two segments: general historical background; and methodology and research practice. In the first part of the term, we will explore the city's early colonial and frontier development, issues in early urban growth, Winnipeg’s multi-ethnic experience, and social inequality and conflict. We will also discuss the narrative of Winnipeg’s decline and fall, the nature of growth and expansion after World War II, and the increase in the city’s Aboriginal population beginning in the 1950s. This part of the class will be a combination of lectures and class discussion of assigned readings. Lectures will normally be the first part of the week; discussion of readings on Wednesdays and Fridays.

The second segment of the class will see us reviewing historical approaches and methodologies, the interpretation of photographs as visual sources, and how to find and interpret primary texts. We will explore primary sources together as a class and
individually, and put our knowledge to work creating our own maps of the history of space and place in Winnipeg.

**Textbooks:**

Rebecca Solnit, *Infinite City* (Berkeley: University of California Press, 2010). (available at Univ of Manitoba Bookstore)


** this book will be available for purchase from the instructor the first week of class for $25 **

Additional readings will be available online, or given out in class. A reading list will be available the first day of class.


**Evaluation:**

**Written Assignments:**

- Historical Photograph Analysis: due November 8
  - Length: 1000 words (4 double spaced pages)
  - Value: 20% of course grade
- Mapping Project: due November 25
  - Length: 2000 words (8 double spaced pages)
  - Value: 30% of course grade

**Exams:**

- Midterm examination: Wednesday, October 16
  - Value: 20% of course grade
- Final Examination: TBA (during the examination period)
  - Value: 30% of course grade

Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of November 13, 2013.

**Grade Distribution:**

- A+ = 85+
- A = 80-84
- B+ = 76-79
- B = 70-75
- C+ = 66-69
- C = 60-65
- D = 50 - 59
- F = 49 -

**Rules and Policies:**

Late Penalties
There is NO penalty for late written submissions in this class. However, papers will not be accepted after the last day of lectures, December 4, 2013. The only exceptions to this rule are students with documented illness.

**Academic Integrity**
All written work submitted for this course must be original. Students are advised to consult the University of Manitoba regulations, as outlined in Section 8 of the General Academic Regulations in the online Academic Calendar & Catalog, regarding plagiarism, cheating and impersonation. The common penalty in Arts for plagiarism in a written assignment, test, or examination is F on the paper and F (DISC for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department 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.

**Grade Appeal**
Students who wish to appeal a grade given for term work must do so within TEN (10) working days after the grade for the term work has been made available to them.

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

**A note about the instructor, and my approach to teaching**
I am trained as a Canadian historian, and a Winnipeg historian, so this class falls under my area of research specialization. Most of my own work has been in two areas: the history of the 1918-1919 influenza pandemic in Winnipeg, and the relationship between class and health.

My approach to this class is pretty straightforward. I believe in active learning. Your participation is important. The things you will remember from this class will be the things you teach yourself, with my help, and in discussion with fellow students. I lecture mostly to give you the background you need to understand the reading and to help you write your papers.

Helping students to improve their academic skills is important to me. As members of a discipline in the humanities, historians appreciate elegant writing. I encourage students to share their essay drafts with me and receive feedback. I will work with you to improve your writing. For those of you who are worried about your written communication skills, it is important to remember that writing improves with practice. Some people are just ‘born’ good writers, but most of us have to work at it.
I value one-on-one contact with students. This is my favourite part of my job. When you have a moment, come and see me during office hours (see the beginning of this syllabus), or set up an appointment, so that we can become acquainted. Even if you never come to see me outside of class, I will try to notice each individual student. I will know whether you attend class regularly, how much you participate, and roughly how well you are doing in the class. I am terrible with names, but this does not mean I am not aware of you.

**What is expected of you?**

I expect my students to pay attention and engage in class. In an upper-year course, students shape the class atmosphere as much as the professor. I am aware that speaking in class is difficult for some of you. For others, it is not a problem at all; you may need to learn to be sensitive toward other students, and give them a chance to speak before you jump in to answer a question. This is all completely normal. We will do our best to create an atmosphere conducive to equal and respectful participation.

*How do you prepare for class?* During the first part of the term, I will usually lecture one or two days a week and we will discuss reading, watch a video, or have guest lecturers the other days. I may bring along short in-class readings. In the second half, we will be taking more of a ‘hands-on’ approach, working with archival collections. But we will also continue doing reading to reinforce this learning and help us think through how and why to do primary research in Winnipeg history.

- **Do your reading.** If you don't have time to read every word, read the introduction and conclusion, and scan the rest of the article. You will not be able to do well in this class if you do not read most of the assigned articles, because you will be examined on them in the mid-term and the final.

- Before class, it helps if you prepare **two or three points about each reading** that you can contribute to discussion, and **two or three questions** that you would like clarified. Think of this as your contribution as a good citizen of the class. Your points can be simple — what struck you as most interesting or surprising? Did the article remind you of anything we previously discussed in class? Are there weaknesses in the author’s argument?

- Don't fall into the trap of thinking you have read something ‘wrong.’ This can be a real confidence-killer. Chances are, you will understand the reading. Where things make less sense, ask questions. You probably are not the only one who has them.
Some classroom rules

Students should not perform extra-curricular activities on their gadgets during class. We may use your computers, tablets, etc to find things out online, so you can bring them. But please, turn off your ringer and don’t take calls during class. Your classmates will thank you for it. If you want to read some current research on the impact multitasking during class has on your grade and the grades of your classmates, see http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/ - dashboard/follows/

You are encouraged to interrupt me at any time during lectures, if you need a better explanation, or if you wish to raise something. If I am moving too quickly, say so. When other students are speaking, however, please do not interrupt.

The classroom will be an environment where all views – if they are respectfully expressed - are welcome, and where students will learn from each other as much as from me. All questions are good ones.

Everyone can succeed in this class. If you put something in, you will get something out.

Written Assignments

Visual Document Analysis
Length: 750 words (3 double spaced typed pages)
Value: 20% of course grade

This assignment asks you to write a short interpretation of one of Lewis Benjamin Foote’s photographs of Winnipeg. Foote was a commercial photographer working in Winnipeg and the surrounding district from 1902 through the 1940s. His photographs of Winnipeg people, events, and buildings have been reproduced as illustrations numerous times in histories of the city. You can choose any Foote photograph from Imagining Winnipeg to write about.

Your paper should include:

- a detailed description of the photograph. Try not to let your own interpretation or ‘way of seeing’ enter into your description.
- as much historical detail about the photograph as possible. When and where was it taken? If it is a photograph with people in it, who are they? If it is a building or landscape, what can you tell me about its history? This will require some research on your part. We will discuss research strategies in class.
- discussion of why this photograph is important or interesting. What social, political, or cultural implications does it have?
Mapping Winnipeg’s History Assignment
Due: November 25, 2013
Length: 2000 words (8 double spaced typed pages) plus accompanying map
Value: 30% of course grade

This assignment takes its inspiration from the maps and accompanying short essays in Rebecca Solnit's *Infinite City: A San Francisco Atlas*. We will be reading and discussing Solnit during Week 9 of the course, but you are advised to have a look at the book early on, to get ideas for your own Winnipeg-based project.

You will create your own map of Winnipeg, with an essay to explain and contextualize your map. Your essay should be historical in nature, and well informed and researched. You should do both primary and secondary research, as required for your project. Essays should have footnotes and a bibliography, and should use at least 10 (TEN) sources. If you have any questions as to the suitability of your sources, please consult with me.

Essays should use the Chicago Manual of Style (Notes and Bibliography version) as a guideline. For information on this style see [http://libguides.lib.umanitoba.ca.proxy1.lib.umanitoba.ca/content.php?pid=356868&sid=2918540](http://libguides.lib.umanitoba.ca.proxy1.lib.umanitoba.ca/content.php?pid=356868&sid=2918540)

We will discuss the research for this project further in class. There are a number of ways to approach this project. Your maps can be based on concepts such as:

- Ecology (rivers, tall grass prairie, floods, environmental contaminants)
- Neighbourhoods, past and present (e.g. Red Light District, Chinatown, the North End, Crescentwood, Wildwood Park)
- Time periods or historical snapshots of the city, areas of the city, or specific streets (e.g. Portage and Main in 1944; Point Douglas in 1950)
- Events (e.g. the Winnipeg General Strike; Gay Pride Parade)
- Ethnicities/Races/Cultural Communities (e.g. Aboriginal Winnipeg, Jewish Winnipeg, Black Winnipeg, Francophone Winnipeg)
- Meeting Places (e.g. parks, community centres, arenas, bars and restaurants, shopping, churches)
- Lost Winnipeg (the Forks, North Portage)

These are just a few ideas. You are encouraged to discuss your assignment with me.

**The essay** should explain the places identified on your map, giving rich historical detail, with a strong unifying theme and a critical historical analysis. It should not be overly celebratory, and should draw upon the sorts of evaluative insights we’ve learned in class readings.
Your **map** can be generated in a number of ways:

- apps or software, such as Google Maps, or Zeemaps. You can embed your own photographs or videos in your digital maps
- historical maps are readily available, which can be annotated or embellished
- your map can be hand drawn, painted, etc.

**Weekly Topics and Readings (subject to revision as term progresses)**

**Week 1:** Introduction to the Course: Encounters, Contests, Communities

**Week 2:** Settler Colonialism and the Early Development of Winnipeg
   Aimée Craft, *Breathing Life into the Stone Fort Treaty*, Chs. 2 & 3 (available on JUMP)
   Brad Milne, “The Historiography of Métis Land Dispersal,” *Manitoba History* 30 (Fall 1995)  
   [http://www.mhs.mb.ca/docs/mb_history/30/metislanddispersal.shtml](http://www.mhs.mb.ca/docs/mb_history/30/metislanddispersal.shtml)

**Week 3:** Ethnicity, Class and Winnipeg’s Social Geography

**Week 4:** Inequality, Conflict and the Winnipeg General Strike

**Week 5:** Ethnicity and Cultural Change in Interwar Winnipeg

**Week 6:** Winnipeg After World War II: Urban Development and Aboriginal Reassertion

**Week 7:** **Midterm Exam**

**Week 8:** Photography and Winnipeg History
   Esyllt Jones, *Imagining Winnipeg* (read the introduction)

**Week 9:** The Meanings of Place and Mapping
Rebecca Solnit, *Infinite City* (specific readings to be assigned)

**Week 10: Spaces, Places and Winnipeg History I**  
[http://www.mhs.mb.ca/docs(mb_history/41/oldestprofession.shtml](http://www.mhs.mb.ca/docs(mb_history/41/oldestprofession.shtml)


**Week 11: Spaces, Places and Winnipeg History II**  


**Week 12: Research Week**

**Week 13: Presentation of Mapping Project to Class**

**Week 14: Review**