

HISTORY 2100A
HISTORIAN'S CRAFT

Wednesday, 19:00 - 22:00

LMX 242

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Office Hours: Wednesday 6.00-6:45 p.m.
Thursday 4:30-5:25 p.m.

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Course outline:

This course has two major objectives: (a) to help you research, structure and write effective papers; and (b) to introduce you to the use and assessment of different types of evidence. In pursuing these goals, the course will include both lectures and class discussion sessions.

Plagiarism:

Plagiarism is an extremely serious academic offense and carries penalties from failure in an assignment to debarment from the university. Definitions and examples are available on line at <http://www.uottawa.ca/plagiarism.pdf>

I- READINGS

Required Material

Course Kit -- Available for purchase at Enviro Copies, 404 Dalhousie St.

** I have also put a copy of the Course Kit on reserve at Morisett **

Optional Material (to help in researching and writing papers)

On Reserve at Morisett

Bailey, Edward P. et. al., Writing Research Papers: A Practical Guide.

Berry, Ralph. How to Write a Research Paper.

Crawford, Walter B. Research Activity and Writing

McDowell, W.H., Historical Research: A Guide

Raimes, Ann and Sarah Norton, Keys for Writers

Robertson, Hugh. The Research Essay: A Guide to Essays and Papers

Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations

II - ASSIGNMENTS

Component A

Class Participation = 15%. I will provide you with a provisional mark in class # 6 (Oct. 20)

Component B

Book/Essay Review = 20% (approx. 1000-1500 words) -- Due in class #6 (Oct. 20)

Assess the Narrative written by Frederick Douglass. What is its thesis? How does Douglass substantiate his points? Is the work convincing? Well structured/organized? What are its strengths and potential weaknesses for the historian of slavery and antebellum American society?

** All notations made in this paper based upon material taken from the Reading Kit may be written as follows -- depending upon the source:

(I) Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself (Lynn: 1845), p. ?.

(ii) A.C.C. Thompson, "Letter from a Former Slaveholder," in Douglass, Narrative, p. ?.

(iii) Use Ibid, p. ?. for consecutive notations taken from the same article.

Component C

Library Quiz = 10% -- Due in class #7 (Oct. 27)

Quiz will be distributed in class #5 (Oct. 13)

Component D

Essay = 35% -- Due class 13 (Dec 1)

OPTION A

The paper (approx 2000-2500 words) should concern some component of the second half of the course -- namely assessing a certain type of evidence as a historical source. You are to use at least six sources; a minimum of two should be scholarly articles. Make certain to use proper footnote/endnote and bibliographic style. Ensure that your paper has a clear thesis; that your

argument proceeds in a logical fashion to prove the thesis; that you sum up your work in a conclusion; and that you write clearly.

1) How have historians used any **one** of the following types of "material evidence" to reach conclusions about a past society:

- (a) clothing design
- (b) pottery
- (c) tools/implements
- (d) children's toys
- (e) jewellery
- (f) furniture

2) Pick an artist, or school of art, and explain – through analysis of image, style and/or interpretation -- what can be gleaned historically about the era in which the artist lived and/or what the artist sought to portray?

3) What messages did the American photographer, Jacob Riis, attempt to convey in his work? How can the historian utilize it? What cautions should the historian employ?

4) What can one learn from British or American or German or Canadian film propaganda during either World War One or World War Two?

5) Trace the changing portrayal of African-Americans or women in fictionalized television series over the past twenty years and suggest what it reveals about American society.

6) How have historians interpreted the cultural significance of the "Star Trek" movies and T.V. series?

7) What can one learn about 19th or 20th French or British or American or Canadian society through the study of the styles of government buildings?

8) What can one learn about early 20th century Canada or Britain or France through the study of their war memorials?

9) Why was there such controversy over the Vietnam War memorial in Washington? What did the memorial reveal about public attitudes to this conflict?

10) What can one learn about early 19th century London through the works of Henry Mayhew? What are the limitations, or potential pitfalls, of this source as evidence? (Or you could choose early 19th century America as presented in the writings of Alexis de Tocqueville. Or early 19th century Canada through the writings of Susannah Moodie)

11) What can one learn from and what should one be wary about when using the memoirs of Margaret Thatcher or Jimmy Carter or Bill Clinton or Robert Borden or John Diefenbaker?

12) What do any one of the following books reveal about society? To what extent can the historian rely upon this source?

- (a) *Go Down Moses* by William Faulkner
- (b) *To Kill a Mockingbird* by Harper Lee
- (c) *Black Boy* by Richard Wright

- (d) *Uncle Tom's Cabin* by Harriet Beecher Stowe
- (e) *USA* by John Das Passos
- (f) *Things Fall Apart* by Chinua Achebe
- (g) *Invisible Man* by Ralph Ellison
- (h) *Pride and Prejudice* by Jane Austen
- (i) *Oliver Twist* by Charles Dickens
- (j) *Alias Grace* by Margaret Atwood

- 13) Discuss and assess the major interpretations of one of the following:
- (a) The causes of World War One
 - (b) Whether African-American slaves retained a separate and oppositional culture to whites?
 - © Whether the American Revolution was fought for idealistic or selfish reasons?
 - (d) Whether the Puritan leaders were autocratic or enlightened?
 - (e) Whether Irish migrants to Canada during the early 19th century were impoverished urban dwellers?
 - (f) Whether it was necessary to drop the Atomic Bomb on Japan?
 - (g) Whether American leaders knew in advance if the Japanese were going to attack Pearl Harbor?
- 14) What did the "punk" movement have to say about British politics and society? Why did it resonate among young people?
- 15) What can one learn about the United States through Gangsta Rap?
- 16) What is the significance of Jazz in understanding African-American history?
- 17) Assess how high fashion during the 1945 to 1980 period reflected changing social mores and the shifting status of women?
- 18) Describe how car advertising from 1950 to 1990 can be used to help analyze American society.
- 19) What does the song sheet collection at the National Archives of Canada reveal about Canadian attitudes toward the Great War?
- 20) Based upon historical sources, write a short story or a journal/diary or a lengthy newspaper editorial on any of the following:
- (a) Observations by and the experiences of a Canadian Native in Western Canada in the late 19th century
 - (b) Observations by and the experiences of a veteran returning to Canada after the Great War or the Second World War
 - © Observations by and the experiences of a farmer in the Canadian West during the Great Depression
 - (d) Observations by and the experiences of a Chinese immigrant to Canada around the turn of the 20th century

Option B – Practicing Real-Life History: Community Service Learning

Starting for September 2004, the University of Ottawa Senate approved a 2-year pilot project in Service Learning. Service Learning integrates academic study and community service. Students link with a community organization and perform volunteer activity related to their course. Besides the community service, students will be expected to produce, based upon their experiences, an essay assignment and a brief presentation to the class.

Listed below are volunteer job postings that have been developed by the course director in coordination with community groups. Please contact the course director or the administrative manager of the Service Learning Program, Ms. Kristina McDougall (at extension 1287), before class #2 to obtain contact information and to ensure that you commence your work early enough so that the required number of hours of community service is fulfilled. You will have to present a log sheet to the community group representative to sign verifying your service. Also, in part, your mark for this component will be based upon obtaining a satisfactory report from the community group. You will also be asked to evaluate the assignment, and the organization, for its appropriateness for Service Learning.



I

Organization: Indigenous Women's Coalition of Canada

Short Description and Purpose of Organization: Encourages, supports and assists indigenous women throughout Canada to organize into a united voice. Identifies, researches, educates and lobbies to remove legislative acts, regulations, policies, beliefs and situations which disadvantages, stereotypes, makes vulnerable, prejudices and demeans the worth and human dignity of indigenous women.

Job Description: Research selected recent government programs and initiatives (last 5 years) directed at indigenous peoples to determine the level of deliverables. Did the government live up to its promises? By identifying shortcomings, you will be helping this non-profit group pursue funding options.

Hours required: 3 per week mid-September to late-November

Positions Available: 5

Language: English and/or French

Assignment for Class: 1,500-2,000 word report on what you accomplished, and what you learned about the plight of Aboriginal Peoples.

II

Organization: Indigenous Women's Coalition of Canada

Short Description and Purpose of Organization: Encourages, supports and assists indigenous women throughout Canada to organize into a united voice. Identifies, researches, educates and lobbies to remove legislative acts, regulations, policies, beliefs and situations which disadvantages, stereotypes, makes vulnerable, prejudices and demeans the worth and human dignity of indigenous women.

Job Description: Conduct directed historical research on areas such as Treaty Rights, the Residential School system, or other areas that the IWCC requires to help it pursue its efforts in appealing for government support.

Hours required: 3 per week mid-September to late-November

Positions Available: 5

Language: English and/or French

Class Assignments: 1,500-2,000 word report describing the documents you consulted, and how you went about locating them. Indicate whether you believe this sort of directed research undermines the integrity of scholarship?

III

Organization: Indigenous Women's Coalition of Canada

Short Description and Purpose of Organization: Encourages, supports and assists indigenous women throughout Canada to organize into a united voice. Identifies, researches, educates and lobbies to remove legislative acts, regulations, policies, beliefs and situations which disadvantages, stereotypes, makes vulnerable, prejudices and demeans the worth and human dignity of indigenous women.

Job Description: Conduct interviews with indigenous women in Ottawa and/or Gatineau to describe their experiences with federal government programs to determine accessibility, effectiveness and equity between recipients.

Hours required: 3 per week mid-September to late-November

Positions Available: 3

Language: English and/or French

Class Assignment: 1,500-2,000 word report on the difficulties of interviewing people with whom you normally would not come into contact. What techniques did you use to effectively extract information, and to try to ensure the veracity of what was said?

IV

Organization: Nepean Museum

Short Description and Purpose of Organization: The Nepean Museum, incorporated as a non-profit organization, has been created to collect, preserve, research, exhibit and interpret the works of people and nature in Nepean, and thereby stimulate a greater interest in, knowledge of and enthusiasm for the city.

Job Description: Students will be assisting with an assortment of tasks including: 1. Researching the history of families, industries and the general growth of Nepean; 2 Researching and writing about prominent individuals or events in Nepean's past in preparation for Ottawa's 150th anniversary celebration; 3. Designing exhibits; 4 Preparing and installing actual exhibit panels, showcases and mounts; 5. Assisting with the development of finding aids; and/or 6 Researching the history of artifacts (e.g. usage within cultural context).

Hours Required: 3 per week, mid-September to late-November

Positions Available: 8-10 (can be done as a team)

Language: English

Class Assignment: 1,500-2,000 word report (with an additional 500 words per team member) on what you produced and what you learned as an historian.

V

Organization: Nepean Museum

Short Description and Purpose of Organization: The Nepean Museum, incorporated as a non-profit organization, has been created to collect, preserve, research, exhibit and interpret the works of people and nature in Nepean, and thereby stimulate a greater interest in, knowledge of and enthusiasm for the city.

Job Description: The Nepean Museum is presently putting together a variety of materials to better define and promote its activities. The student(s) will produce a promotional tool to reach more visitors and achieve greater media attention.

Hours Required: 3 per week, mid-September to late-November

Positions Available: 2 (can work as a team)

Language: English

Class Assignment: Submission of the report prepared for the museum

VI

Organization: Nepean Museum

Short Description and Purpose of Organization: The Nepean Museum, incorporated as a non-profit organization, has been created to collect, preserve, research, exhibit and interpret the works of people and nature in Nepean, and thereby stimulate a greater interest in, knowledge of and enthusiasm for the city.

Job Description: The Nepean Museum offers a number of programs for elementary schools, such as about the early pioneers to the Nepean area. It would like to develop similar presentations to meet the needs of other grade levels.

Hours Required: 3 per week, mid-September to late-November.

Positions Available: 2 (can be done as a team)

Language: English

Class Assignment: Submission of material prepared for the museum

VII

Organization: Nepean Museum

Short Description and Purpose of Organization: The Nepean Museum, incorporated as a non-profit organization, has been created to collect, preserve, research, exhibit and interpret the works of people and nature in Nepean, and thereby stimulate a greater interest in, knowledge of and enthusiasm for the city.

Job Description: The Nepean Museum would like to transform its website from a place for mere postings to an interactive, historical, entity. The volunteer would help with the developmental phase of this project.

Hours Required: 2 -3 per week, mid-September to late-November.

Positions Available: 2 (can be done as a team)

Language: English

Class Assignment: 1500-2000 word report (2500 words if done as a team) on what was recommended and why

VIII

Organization: Nepean Museum

Short Description and Purpose of Organization: The Nepean Museum, incorporated as a non-profit organization, has been created to collect, preserve, research, exhibit and interpret the works of people and nature in Nepean, and thereby stimulate a greater interest in, knowledge of and enthusiasm for the city.

Job Description: Students are needed to research the history of Ottawa to discover interesting characters from its past **or** to help develop an exhibit in conjunction with the Ottawa Archives and the City of Ottawa that will be mounted for the city's 150th anniversary celebration in September 2005. The exhibit team will research, design, develop, mount, install and disassemble the exhibit.

Hours Required: 3 per week, both semesters 2004-2005 school year.

Positions Available: 2 -3 (can be done as a team).

Language: English.

Class Assignment: 1500-2000 word report (2500 if done as a team) on the people selected, why they were chosen and their biographies, or a report of similar length explaining what was selected for the exhibit and why.

IX

Organization: Ottawa Jewish Archives

Short Description and Purpose of Organization : Maintains the collective memory of the Jewish community of Ottawa by gathering and preserving historical records, memorabilia and artifacts, and making them accessible to all persons for their use and enjoyment.

Job Description: Reorganize the biographical files so that each person has his or her own file and insure that the material in each file is appropriate

Hours Required: 3 per week, mid-September to late-November

Positions Available: 1

Language: English

Class Assignment: 1500-2000 word report explaining the methods you utilized to reorganize the files; the challenges faced in categorization; and what you recommended be included and discarded, and why.



X

Name of Organization: Council of Heritage Organizations in Ottawa (CHOO)

Short Description and Purpose of Organization: Sole umbrella organization providing active and effective networking for the entire heritage community in Ottawa. CHOO works to promote responsible municipal stewardship and to preserve and celebrate local heritage resources. Members of CHOO are heritage groups and individuals in the city of Ottawa that pursue a wide range of heritage objectives through their work with museums, archives, heritage buildings, cultural landscapes, local history, ethnic and cultural activities, archaeology, genealogy, cemeteries, and collections.

Job Description: Research and write articles relevant to local heritage issues and events for CHOO's Newsletter. This may include visiting with member organizations, participating in their meetings and/or events and conducting interviews.

Hours required: 3 per week, mid-September to late-November

Positions Available: 3

Language: English and/or French

Class Assignment: Submit articles of at least 2,500 words in total



XI

Name of Organization: Council of Heritage Organizations in Ottawa (CHOO)

Short Description & Purpose of Organization: Sole umbrella organization providing active and effective networking for the entire heritage community in Ottawa. CHOO works to promote responsible municipal stewardship and to preserve and celebrate local heritage resources. Members of CHOO are heritage groups and individuals in the city of Ottawa that pursue a wide range of heritage objectives through their work with museums, archives, heritage buildings, cultural landscapes, local history, ethnic and cultural activities, archaeology, genealogy, cemeteries, and collections.

Job Description: Plan a General Meeting. This involves working with a member group to establish the theme and content for the event, identifying an appropriate location, conducting research for heritage-related presentations and/or guest speaker(s). CHOO organizes General

Meetings for members three times per year. These meetings provide an opportunity for diverse heritage groups to join together to discuss common issues and concerns. General Meetings usually involve a guest speaker, presentations by the hosting member group, and time for socializing and networking.

Hours required: 3 per week, mid-September to late-November

Positions Available: 1

Language: English and/or French

Class Assignment: 1500-2000 word report describing the steps you went through to establish the General Meeting; the theme chosen and why; the research undertaken for background purposes; and the speaker(s) selected.

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XII

Name of Organization: Bytown Museum

Short Description and Purpose of Organization: Housed in Ottawa's oldest stone building, the Bytown Museum traces the history of Ottawa's early years, from the construction of the Rideau Canal and the rough and tumble days of Bytown, to the city's emergence as the nation's capital.

Job Description: Write succinct history of Ottawa and create a timeline of milestones using already published/completed research. The content will be posted on the *Ottawa Stories* web site, to be launched in early January, celebrating Ottawa's 150th anniversary in 2005.

Hours Required: 3 per week, mid-September to late-November

Positions Available: 1

Language: English and/or French

Class Assignment: Submit the article produced for the web site

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XIII

Name of Organization: Bytown Museum

Short Description and Purpose of Organization: Housed in Ottawa's oldest stone building, the Bytown Museum traces the history of Ottawa's early years, from the construction of the Rideau Canal and the rough and tumble days of Bytown, to the city's emergence as the nation's capital.

Job Description: In 2005, the museum's annual special exhibit will highlight 150 years of the Ottawa Police (1855-2005). Students are needed to research the history of crime and policing in

Ottawa and surrounding communities (pre-amalgamation). Time permitting, students will also draft text labels for the exhibit.

Hours Required: 3 per week, mid-September to late-November

Positions Available: 4 (can be done as a team)

Language: English and/or French

Class Assignment : 1500-2000 word report (with an additional 500 words per team member) describing what was uncovered with respect to this research project

XIV

Name of Organization: Bytown Museum

Short Description and Purpose of Organization: Housed in Ottawa's oldest stone building, the Bytown Museum traces the history of Ottawa's early years, from the construction of the Rideau Canal and the rough and tumble days of Bytown, to the city's emergence as the nation's capital.

Job Description: The museum is currently reassessing its collection of close to 15,000 artifacts to determine which artifacts should be kept and which should be donated to other museums (deaccessioned). Students are needed to assist museum staff with artifact research to determine origin, historical significance and value.

Hours Required: 3 per week, mid-September to late-November

Positions Available: 3

Language: English and/or French

Class Assignment: 1,500-2000 word report describing what you discovered about various artifacts, and your recommendations to the Bytown Museum on whether they should be retained in its collection?

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XV

Organization: Ottawa Chapter, Ontario Archaeological Society

Short Description and Purpose of Organization: The *Ontario Archaeological Society* (OAS) was founded in 1959. Its aims are to promote and advance archaeology particularly in the Province of Ontario by facilitating co-operation and the exchange of ideas among those interested in archaeology and excavation and to stimulate the interest of the general public in archaeology. The Ottawa chapter was founded in 1971.

Job Description: 1) Redesign the Chapter's existing display board, which is used to present the Chapter, its activities, and a general introduction to archaeology, to the public during special events. 2) Research and prepare a new display featuring the archaeological history of Ottawa.

Hours Required: 3 per week, mid-September to late-November.

Positions Available: 2 (can be done as a team)

Language: English

Class Assignment: Provide the new display board(s) and indicate what was changed from the original, and why.

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XVI

Organization: Canadian Diabetes Association

Short Description and Purpose of Organization: With over 150 branches across the country, the Canadian Diabetes Association is the largest non-governmental supporter of diabetes research, education and advocacy. Together with its sections and councils, employees and volunteers, the Canadian Diabetes Association plays an invaluable role in the everyday lives of the over 2 million Canadians who live with diabetes.

Job Description: Updating records on volunteer involvement with the Diabetes Association, so that the records can be used to recognize and award achievements.

Hours Required: 3 per week, mid-September to late-November

Positions Available: 1

Language: English, though bilingualism is an asset.

Class Assignment: 1,000-1,500 word report describing how the skills of an historian can be very effective in such a job.

XVII

Organization: Canadian Diabetes Association

Short Description and Purpose of Organization: With over 150 branches across the country, the Canadian Diabetes Association is the largest non-governmental supporter of diabetes research, education and advocacy. Together with its sections and councils, employees and volunteers, the Canadian Diabetes Association plays an invaluable role in the everyday lives of the over 2 million Canadians who live with diabetes.

Job Description: History of Camp Banting. This camp for children with type 1 diabetes has been in operation for 50 years. To commemorate this, the organization would like to put together a short history of the camp.

Hours Required: 3 per week, mid-September to late-November

Number of Positions: 1 (though 2 may apply to do this as a team)

Language: English, though bilingualism is an asset

Class Assignment: Submit the history of the Camp

XVIII

Organization: Kilian Retirement Residence

Short Description and Purpose of Organization: A full service Kanata-based retirement home with 55 non-subsidized rooms. Private rooms are available, and there is an assisted living floor.

Hours Required: 3 per week, mid-September to late-November

Positions Available: 3

Language: English

Class Assignment: Based upon interviews, either with one person or a group of people, produce a 1500-2000 word essay (which also includes your methodology on the use of oral evidence) describing one of the following:

- (a) Life story of an individual
 - (b) Life of children in Ottawa – or another urban community – a half-century earlier
 - (c) Life in rural Canada as a child
 - (d) The war experiences of a veteran
 - (e) The life of women a half-century earlier
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XIX

Organization: Personal Choice Independent Living/choix personnel vie autonome

Short Description and Purpose of Organization: PCIL is a non-profit organization offering housing and support services to persons with physical disabilities. PCIL supports the concepts developed through the independent living movement promoting consumer choice and control. Its services are predicated on two of those concepts: the right to self-determination and the dignity of risk. PCIL offers three distinctive living environments: a group home in Ottawa's east end; the Carpenter Cooperative, which offers independent living with life services in a townhouse project; and a French-language setting in its Bronson Avenue residence.

Hours Required: 3 per week mid-September to late-November

Job Description: 2005 marks the organization's 30th anniversary in providing services to people who have physical disabilities. PCIL would like a short history of its efforts and achievements.

Positions Available: 2 (can be done as a team)

Class Assignment: Submit the report prepared for PCIL

XX

Organization: Personal Choice Independent Living/choix personnel vie autonome

Short Description and Purpose of Organization: PCIL is a non-profit organization offering housing and support services to persons with physical disabilities. PCIL supports the concepts developed through the independent living movement promoting consumer choice and control. Its services are predicated on two of those concepts: the right to self-determination and the dignity of risk. PCIL offers three distinctive living environments: a group home in Ottawa's east end; the Carpenter Cooperative, which offers independent living with life services in a townhouse project; and a French-language setting in its Bronson Avenue residence

Hours Required: 3 per week mid-September to late-November

Positions Available: 3

Language: English

Class Assignment: Based upon interviews, either with one person or a group of people, produce a 1500-2000 word essay (which also includes your methodology on the use of oral evidence) describing one of the following:

- (a) Life story of an individual
- (b) Life of children in Ottawa – or another urban community – a half-century earlier
- (c) Life in rural Canada as a child
- (d) The war experiences of a veteran
- (e) The life of women a half-century earlier



Component E

Exam: Date to be determined by Faculty. Worth 20% if the mark is lower than your term work average; 25% if higher than your term work average.

The exam will have three components: Part A will concern some basic points on grammar/essay writing; Part B will concern the proper organization and use of evidence; and Part C will ask you to write about the contributions and potential pitfalls of different types of sources. More specifically, Part A will ask you to identify common sentence errors and correctly place footnotes; Part B will consist of short answers; and Part C will ask you to write one longer essay (from a choice of three or four questions).

III - LECTURE/TUTORIAL SCHEDULE

CLASS 1 – Sept 15

(a) Introduction

(B) LECTURE: Preparing an Effective Essay

CLASS 2 – Sept 22

(A) TUTORIAL: Preparing an Effective Essay (con't), Book Reviews, and Analyzing a Sample Paper

Reading: Kit, chapter #1

(B) TUTORIAL: Grammar

Reading: Kit, chapter #2 (Just Read)

CLASS 3 – Sept 29

(A) TUTORIAL: Grammar

Reading: Kit, chapter #2 (Complete Exercises)

(B) LECTURE: Using Documents Effectively

CLASS 4 - Oct 6

TUTORIAL: Using Documents Effectively: Case Study

Reading: Kit, chapter #3

For this session, read the general narrative text and the documents. Taken together, do the documents convey a story about “Canada in the Second World War” ? How would you characterize that story? Do the documents point toward any bias? Do you agree with the choice of documents as being representative of the era? Would you have substituted other documents/subjects to better tell the story?

(A) TUTORIAL: Document Types - The Narrative and the Newspaper, and preparing for the Library Tour

Reading: Kit, chapter #4

CLASS 5 – Oct 13

(A) Library Tour

Meet at 7 p.m. by Morisett 211

(B) LECTURE: Theories of History

CLASS 6 – Oct. 20

(A) TUTORIAL: Theories of History

Reading: Kit, chapter #5

* Component B is due & provisional tutorial mark is given out

(B) LECTURE: Literature

CLASS 7 – Oct. 27

(A) TUTORIAL: Literature

Reading: Kit, chapter #6

* Component C (Library Quiz) is due

(B) LECTURE: Oral History

CLASS 8 – Nov. 3

(A) TUTORIAL: Oral History

Reading: Kit, chapter #7

(B) LECTURE: Music

CLASS 9 – Nov. 10

(A) TUTORIAL: Music

Reading: Kit, chapter #8

(B) LECTURE: Art and Photography

CLASS 10 – Nov. 17

(A) TUTORIAL: Art and Photography

Reading: Kit, chapter #9

(B) LECTURE: Film and Television

CLASS 11 – Nov. 24

(A) TUTORIAL: Film and Television

Reading: Kit, chapter #10

(B) LECTURE: Material Evidence

CLASS 12 – Dec. 1

(A) TUTORIAL: Material Evidence

Reading: Kit, chapter #11

(B) Review for Exam & Service Learning Presentations

IV - LECTURE OUTLINES

PREPARING AN EFFECTIVE ESSAY

A/ Selecting a Topic and Collecting Information

- Consulting encyclopedias and reference guides (e.g. Dictionary of Canadian Biography)
- Keyword search on ORBIS
- "Expanded Academic Index - ASP" on ORBIS
- Locating articles in the library by the journal's title
- Databases -- "America: History and Life" (for North America) and "Historical Abstracts" (for the rest of the world)
- See Reading Kit on library sources
- Seek out reputable presses, refereed journals, and well-documented sources
- Internet - potential and pitfalls
- Be cautious of presses or authors with an ideological predisposition
- One source per essay page

B/ Developing Questions, Taking Notes, and Forming a Thesis

- Pose open-ended questions, but also those that provide some direction
- Avoid "false dichotomies"
- Look for patterns in sources
- Record the precise location of each piece of information
- Emphasize your own argument over those with whom you disagree
- A thesis states a viewpoint/interpretation and guides the essay
- A thesis appears near the outset of the essay (1st or 2nd paragraph)
- Centre the argument around the most pertinent cause(s) and effect(s)
- Eliminate or account for contradictions
- Develop the thesis through relevant sub-categories
- Arrange the sub-categories in a logical sequence (chronological or thematic)
- Keep each paragraph focused upon one major point (each paragraph should contain a topic sentence related to the general thesis, and supporting evidence related to the topic sentence)
- Avoid one-sentence as well as excessively long paragraphs
- Avoid restating the thesis throughout the text
- Maintain unity/coherence within paragraphs (do not stray into tangents)

- Judge facts/quotations in relation to the time in which they were generated
- Make certain that the evidence employed reflects dominant patterns
- Do not string together quotations; make certain that quotations add rather than repeat information; use dots to indicate words removed from the quotation; use [sic] to indicate mistakes within the quotation; use single quotation marks to indicate a quotation within a quotation.
- **Title page**
 - Do not capitalize articles (a, an, the -- unless it is the first word), conjunctions (and, but, or, nor, for, so, yet), and prepositions (to, it, at, by, into, over)
 - Do not use periods
 - Use a colon to divide a title and subtitle

C/ Style

- Write in a formal not familiar/colloquial style
- Avoid outdated terminology
- Avoid emotional language
- Write in the third person (e.g., he, she, they, one)
- Be succinct

D/ Footnotes/Endnotes and the Bibliography

- Footnotes/Endnotes are used to cite: (a) direct quotations; (b) facts that are not generally known; and (c) someone else's ideas
- Use Ibid for identical consecutive references; use a short form for non-consecutive repetition of a source
- See Reading Kit (pp. 11-27) for different citation styles (footnotes/endnotes and bibliographic)
- Underline or italicize the full banner of a newspaper or magazine
- See Reading Kit (pp. 28-36) for an example of proper bibliographic organization
 - List sources alphabetically
 - Divide secondary sources (published material or where documents have already been analyzed by someone else) from primary sources (usually unpublished documents)
 - One may have to further subdivide the bibliography depending upon the types of sources consulted (e.g. articles, newspapers, films, theses, interviews)
 - Material without the author listed is placed alphabetically according to the first letter of the title
 - Primary sources in the bibliography list only the name of the newspaper/magazine, or the document collection (e.g. John Smith papers)

Theme Question - What are some of the guidelines that a historian should follow to write an effective paper?

USING EVIDENCE EFFECTIVELY

- **Film Clip** -- The use of evidence from Canadian history to substantiate federalism and separatism (1759 Conquest to the 1840 Union)
- Uncovering dominant patterns; noting potential uses and pitfalls of evidence
- Presenting the most plausible/believable cause(s) and effect(s) as indicated in the evidence
- Was the author close to the issue? An expert on the issue? Provided a well-documented argument? Possessed an affiliation that could produce bias? Addressed all pertinent points?

- Using bias evidence -- what a person believes or wants others to believe
- Vimy Ridge (1917) and Canadian nationalism
- Sources that reveal information other than their intent (e.g. personal wills and class stratification)
- Autobiographies & diaries (example from Margaret Thatcher, The Downing Street Years)
- Personal letters
- State papers
- Factual information (pseudo-facts -- those that mean little on their own).
- Public opinion polls (look for loaded questions; the order of questions; representational sampling; important subdivisions)
- Comparisons and false analogies (e.g. portraying the Cuban-U.S. dispute as being like the Cold War Soviet-American rivalry)
- Do not make the item to which a comparison is made the fundamental basis of proving a thesis (e.g. Stanley Elkin's use of Nazi concentration camps to explain the so-called disappearance of African-American culture during slavery)
- Judge each document according to its own era (avoid moral judgments)
- Avoid "misplaced literalism" -- incorrectly casting ideas/expressions/words into a more modern context (e.g. "democracy")
- Do not over-explain evidence
- Newspapers and magazines
 - Can move towards capturing mass opinion (especially after the introduction of telegraphs and undersea cables; press services such as Reuters; and high speed cylinder presses and linotype machines)
 - But often allied with political parties or may have had other agendas (e.g. Ms. magazine, Gloria Steinem and the feminist movement)
 - Yellow Journalism
 - Until World War II, "news stories" often read more like editorials

Theme Question: What are some of things that a historian should consider when employing evidence?

THEORIES OF HISTORY

Historiography: The history of historical writing

A/ Some Covering Laws

- Immanuel Kant:
 - "Idea of a Universal History from a Cosmopolitan Point of View"
 - History as continual progress guided by Divine force
- Georg Hegel:
 - "Lectures of the Philosophy of History"
 - A dialectical process that produces continued progress
 - A theory reflecting the Enlightenment as Hegel viewed society as moving toward greater knowledge, reason and freedom
 - The dialectic as pushed along (and upward) by Divine forces and "world historical" people.

Karl Marx:

- The dialectic between capital and labour that will eventually produce social revolution
- Contrasting film clips: “The Industrial Revolution” (capitalism, technology and a picture of progress) vs. “Karl Marx: The Spectre of Communism.”
- See Kit reading: excerpt from the “Communist Manifesto (1848) in which Marx outlines the inherent contradictions within capitalism (between owners of the means of production vs an exploited industrial proletariat) as leading workers to a realization of their “objective interest” to replace capitalism.

B/ Some Critics of Covering Laws

- Neo-Marxists who perceive orthodox Marxists as having tunnel vision (as not adequately recognizing the ability of capitalism to reform and thus to secure its existence by making palatable a system that still exploits workers)
- See Kit reading by H. Butterfield, *The Whig Interpretation of History*. Historians should judge events/people according to their own time rather than on the basis of their relationship toward pushing society forward to a supposedly better present.

C/ Historiography

- Kant (influence of religion); Hegel (influence of Enlightenment); Marx (emergence of urban-industrial society)
- America as a case study: Historical writing, circa 1880-1980
 - “Gentlemen scholars” seek to build national pride and a common national character following the 1861-1865 Civil War and with the post-war growth of immigration to America
 - The late-19th century rise of “Scientific History” (from Germany’s Leopold von Ranke), but the retention of “progress” as a covering law (which reflects the celebration of America’s new industrial prominence)
 - The early 20th century Progressive (reform) movement and the rise of Progressive history emphasizing themes such as the subversion of the American Dream by “vested” interests (a theory that reflected current concerns and often outrage over city slums, growing class conflict, corporate monopolies and excessive profits).
 - Charles Beard, the U.S. Constitution (1789), and the centralization of power as compared to the structure under the Articles of Confederation (1777)
 - The unflattering portrait of President Lincoln by Albert Beveridge
 - The Civil War: Industry’s crusade to dominate over agriculture
- The post-WWII consensus
- Division and dissatisfaction in the late-1960s
- The rise of “anti-elite” social history and the process of fragmentation
 - More detailed analysis and the utilization of more evidence types
 - See Kit reading: The William Wheeler and Susan Becker document collection describing colonial life in Andover and Concord, Massachusetts, and as providing an economic-based conclusion on the roots of local support for the American Revolution

Theme Question – What are Covering Laws and how have historians applied and reacted to them?

LITERATURE

A/ Using Literature as History

- Thomas McCaulay -- A Whig historian's use of novels
- The rejection of novels by "scientific historians"
- A recent revival in the use of literature to paint more comprehensive pictures of previous societies
- Methodology -- one should (1) note what the book has to say directly as well as indirectly through description; (2) the author's background; (3) the author's relationship to society; (4) the book's reception; (5) the book's representativeness in light of other sources; and (6) the meaning of language in time and place.

B/ Snippets of British Literature (1810-1945)

- Influence of the Industrial Revolution
 - Concern over social stability (Chartism)
 - Mass education
 - Cheaper books
- Jane Austen - description of and concerns of the landed gentry (e.g. Pride and Prejudice, 1813; Mansfield Park, 1814)
- See the Reading Kit article by Andrew Blake on the mid-19th century rise of popular magazine fiction (such as Laurence Oliphant's "Piccadilly" and Sir Charles Lever's "Sir Brook Fossbrooke" in Blackwell's Edinburgh Magazine) noting the ongoing strain between the rural gentry/old money interests and the nouveau riche (viz. new urban industrial interests)
- Charles Dickens and mid-19th century reform -- as seen in, for example, The Life and Adventures of Nicholas Nickleby (1839), A Tale of Two Cities (1859), and A Christmas Carol (1843) (Ebenezer Scrooge).
- Late-19th century fear over "degeneracy" -- viewed as emanating primarily from London's east end working-class and immigrant slum, and as carrying the potential to reverse national progress
- Eugenics, sterilization, and the 1908 "Royal Commission Report on the Feeble-Minded"
- Immigration restriction and Social Darwinism
- A poor performance by British soldiers in South Africa against Afrikaner guerilla forces (1899-1902) attributed to urban-based degeneracy
- The Adventure of the Empty House (1903) by Arthur Conan Doyle (the creator of Detective Sherlock Holmes)
- The Hound of the Baskervilles (serialized, 1891-1893, in the Strand Magazine)
- Thomas Hardy, The Mayor of Casterbridge (1886)
- Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde (1886). Ripper murders in London's east end, 1888.
- Joseph Conrad -- Lord Jim (1900), Heart of Darkness (1902), and a plot by Russian authorities and anarchists to blow up the Greenwich Observatory as described in The Secret Agent (1907)
- 1920s -- "Lost Generation" writers (disillusioned and/or harbouring a "live for the day" attitude) versus the ongoing fear of "degeneracy" (as expressed, for example, by John Buchan in The Final Account, 1926)
- 1930s -- The revival of immigration restriction, eugenics/sterilization campaigns, and new strength for legalizing "birth control"
- World War II (1939-1945) and the decline of the "degeneracy" theme

C/ Aspects of the North American Scene Following World War II

- Anti-Communism and changing views of the Vietnam War as expressed in comic books -- see Reading Kit on the escapades of "Iron Man in Vietnam" (1963 versus 1975)
- See Reading Kit describing disillusionment and anger during the 1990s among those labeled by Douglas Coupland as Generation X

Theme Question -- Demonstrate the manner in which fiction can be used to provide historical evidence.

ORAL HISTORY

A/ Types of Oral History

- European roots with the French Revolution and Charles Dickens
- Africans and Aborigines
- Rise of the document and the decline of oral history (late-19th and early-20th centuries)
- Franklin Delano Roosevelt, the New Deal, and the Works Progress Administration
- Oral history grows alongside social history (late-1960s), anthropology and sociology
- Associations and Journals (e.g. International Journal of Oral History appears in 1980)
- See William Holbrook's article in the Reading Kit (reprinted from the International Journal of Oral History) explaining the move by many former members of the Royal West African Frontier Force toward supporting the liberation struggle of Kwame Nkrumah
- The role of women in African tribes
- Contributions in other select areas: home life; Gay and Lesbian history; farm life; economic history; political history; ethnic history
- Experiences of ordinary people in extraordinary times (e.g. the Depression and World War II as described in the works of American Studs Terkel and Canadian Barry Broadfoot)
- Growing archival collections -- e.g. the Multicultural History Society of Ontario and the Jewish Museum in Manchester
- Saving figures/groups from obscurity -- e.g., Ned Cobb of the Depression-era Sharecroppers Union; Canada's "hobo culture" as described in the Kit reading by Wayne Roberts
- Charting new interpretations -- see the Kit reading by Sherna Gluck on women aircraft workers in Los Angeles during World War II

B/ The Interview

- Writing in advance
- Sticking to the proposed questions -- at least initially
- Establishing a good (or at least a working) rapport
- Equipment check; assessing noise considerations
- Simple to difficult questions
- Avoiding combativeness and a judgmental attitude
- Developing effective questions and methods of interjection
- Dealing with silence
- Artifacts to spark memory
- Group interviews

C/ Minimizing Scholarly Criticism

- Familiarizing oneself with background information
- Asking similar questions to large groups
- Appropriate questions to appropriate people

- Seeking a representational cross-section
- Contrasting results: an interview on rural life (from the Archives of Ontario) vs. an interview on the experiences of a German-Canadian in Berlin, Ontario (from the Multicultural History Society of Ontario)

D/ Following the Interview

- Labeling the tape; recording pertinent data; noting non-audible characteristics of the interviewee
- Transcribing or indexing the tape
- Analyzing for internal inconsistencies as well as patterns (1) within the interview, (2) in comparison to other interviews, and (3) in relation to other sources on the topic

Theme Question - For what might oral history be used and what steps should a historian take to achieve the most effective results?

MUSIC

A/ Distant Societies

- Religious rituals and communication
- Hieroglyphics
- Church and Plainsong
- Knighthood, chivalry, love duet
- Influence of the Renaissance (14th and 15th centuries)
- Opera (17th century)
- Age of the composer (18th and 19th centuries) – Bach, Mozart, Beethoven, Schubert
- Growing democracy, Enlightenment, individualism
- Music and the industrial revolution (indicative of precision and social tensions)
- Music hall vs. choral societies
- W.S. Gilbert, Arthur Sullivan, *H.M.S. Pinafore*
- Music, nationalism and imperialism (Sheffield Music Union)

B/ United States (1865-1945)

- John Phillip Sousa (Star and Stripes Forever)
- Tin Pan Alley
- Irving Berlin
- Scott Joplin - Ragtime
- George M. Cohan, “Over There” (Enrico Caruso)
- The ‘nonsensical’ 1920s
- Jazz, Louis Armstrong, “new Negro,” Harlem Renaissance
- George Gershwin, Al Jolson
- Radio and the Big “Swing” Bands - Benny Goodman, Glenn Miller, Tommy Dorsey

C/ Rock ‘n Roll: The Formative Years

- Black rhythm and blues - Muddy Waters
- Alan Freed and the “Moondog Rock ‘n Roll House Party”
- Negative reaction to Rock
- Pat Boone, Joe Turner, “Chains of Love”
- Elvis Presley
- Jerry Lee Lewis

- Ed Sullivan
- Buddy Holly, Richie Valens
- Dick Clark and “The American Bandstand”
- Shindig
- California influence: Beach Boys, Jan and Dean

D/ Social Rebellion to MTV

- Joan Baez, Bob Dylan, Black Civil Rights Movement, “Blowin’ in the Wind”
- Barry McGuire, “Eve of Destruction” (see Kit)
- The Beatles
- Rockers vs. Mods - Roger Daltrey and The Who
- Herman’s Hermits
- Rolling Stones - adopt the rude and rebellious image
- Barry Gordy and Motown to Otis Redding and Soul
- Black Sabbath, Creedence Clearwater Revival (Who’ll Stop the Rain)
- Counterculture music - Grateful Dead, Jefferson Airplane, Acid Rock
- Jimi Hendrix, Janis Joplin, Jim Morrison, Altamont
- The 1970s non-political trend: Chicago, “Saturday in the Park”
- Domestic and social issues: James Taylor and Carole King, “You’ve Got a Friend”; Helen Reddy, “I am Woman” (see Reading Kit)
- “Me” decade: Elton John, Alice Cooper, Disco
- Reaction of Punk - Syd Viscious and the Sex Pistols
- Billy Idol
- Music Television (MTV), Glam Rockers (Depeche Mode), Michael Jackson, Van Halen and David Lee Roth
- “Voices of conscience”: Bruce Springsteen, Bob Geldof (Boomtown Rats) and “Band Aid” for Ethiopian famine relief (See Reading Kit for “Do they Know It’s Christmas?”)

E/ The Persistence of Politics: African-Americans

- Rap and Hip Hop -- See Reading Kit articles by Errol Henderson and Robin Kelly
- Public Enemy (see Kit for “Brothers Gonna Work it Out”)
- Louis Farrikhan and the Nation of Islam

Theme Question: Provide evidence showing that music can shed light on a variety of historical matters.

ART AND PHOTOGRAPHY

- Representativeness/connections of the work to the times

A/ Paintings

- See documents (written and pictorial) from the Wheeler and Becker collection in the Reading Kit on European views of natives (reflective of religious and/or racist outlook)
- Samuel de Champlain (Iroquois, Hurons)
- Art in New France as revealing a religious and hierarchical society (Jesuits)

- Benjamin West, “The Death of Wolfe” (1770)
- Brigadier Robert Monton
- Seigneurs
- A conservative and ordered vision of early 19th century Quebec – Jean-Baptiste Roy-Audy
- Art from the discontented – Antoine-Sébastien Plamondon (Louis-Joseph Papineau); Joseph Legaré
- Industrialization, urbanization and territorial expansion – Robert Whale, “A View from Hamilton” (1853); Lucius O’Brien, “Scenes in the Rockies” (1887)
- Natives in the West as portrayed by Paul Kane
- The influence of the late-19th century Impressionists (e.g. Claude Monet), and the early-20th century “Ashcan” school (Everitt Shinn, William Glakens, George Luks) – See examples in the Reading Kit
- C.W. Jeffrey – harsh city life, but also signs of Canadian nationalism (e.g. “The Prairie Trail”)
- J.E.H. Macdonald, Arthur Lismer, A.Y. Jackson, Tom Thomson – landscapes that spoke to the “hearty spirit of Canada.”
- Art of the Great War (1914-1918)
 - Ypres and Vimy Ridge
 - Sir William Maxwell Aitken (Lord Beaverbrook) and the Canadian War Records Office
 - Richard Jack, “Canadian Gunners at Ypres”
 - A.Y. Jackson, “A Corpse Evening”
 - Fred Varley, “The Sunken Road” (see Reading Kit)
 - Kenneth Forbes, “Canadian Artillery in Action”
 - Video clip – “Art at the Service of War” (Byam Shaw, “The Flag”)
- The Group of Seven and post-war Canadian nationalism/isolationism (see Reading Kit for examples from Lawren Harris and Arthur Lismer)
- Art of the Great Depression – Charles Comfort, “Young Canadian”

B/ Photography

- Some questions to ask of the source
- See Reading Kit article by W. Gillies Ross on the Comer and Low pictures of Eskimos as demonstrating the potential and possible distortions of photographic evidence
- “Technical limitations” of the camera and the manipulation of imagery – See Reading Kit for examples from the Great War period (which also indicates the influence of censorship)
- “Technical potential” of the camera and the manipulation of imagery (see Martin Segger’s article in the Reading Kit on photographic representations of Victoria, B.C.)

Photography as indicating cultural trends

- Upbeat depictions of the American West (Comstock Lode, Nevada)
- The emerging city (Arthur Steiglitz)
- The Progressive movement (Lewis Hine and Jacob Riis)
- The Great Depression and “respectable, non-radical” rural poor presented by Walker Evans of the Farm Security Administration.
- Upton Sinclair, The Jungle (1906)

Theme Question – Assess the links between pictorial evidence and ‘true imagery’ of the past.

FILM AND TELEVISION

A/ Movies

- Some background and questions to guide analysis

(i) The Historical Motion Picture

- “Glory” (1988) – Matthew Broderick as Colonel Robert Shaw of the 54th Regiment
- “Reds” (1979) – Warren Beatty as John Reed (Louise Bryant)
- 1975 Strategic Arms Limitation Treaty

(ii) Newsreels and the Documentary Film

- Propaganda – Joseph Goebbels and Germany’s depiction of its 1939 invasion of Poland
- “The Green Pastures” (1936) – a condescending view of African-Americans
- The Congress on Racial Equality and the campaign to outlaw racial discrimination in companies filling government war orders
- “The Negro Soldier” (1943)
- Mein Kampf
- Reality of wartime race riots and ongoing segregation
- “This is the Army” and the minstrel show

(iii) Fictional Motion Pictures

- Erich Maria Remarque, “All Quiet on the Western Front” (1930) and inter-war pacifism/isolationism
- “The Wizard of Oz” (1939) – An isolationist film adaptation of Frank Baum’s 1896 book
- Hollywood fights anti-Semitism: “Pride of the Marines” (1945); “Till the End of Time” (1946 – Robert Mitchum); “Gentleman’s Agreement” (1947 – Gregory Peck)
- See Reading Kit article by Jack Coldeweigh on the changing film presentations of the Vietnam War: “A Yank in Indochina” (1952) and “Brushfire” (1961) as indicative of Cold War anti-Communism; “The Green Berets” (1968) as reflecting rising home front protest; Francis Ford Coppola’s “Apocalypse Now” (1979 and based on Joseph Conrad’s 1902 novel Heart of Darkness) as reflecting America’s defeat in Vietnam and its post-war disillusionment; “The Deer Hunter” (1979) as displaying the troubled veteran; and Sylvester Stallone’s “Rambo: First Blood, Part II” (1985) and Chuck Norris’ “Missing in Action” series (1984-1987) as reflecting the renewal of American confidence during the Reagan years with the collapse of the Soviet Union and several East Bloc Communist regimes

B/ Television

- The Vietnam Veteran as portrayed on “Colombo” and “Hawaii Five-0”
- T.V. as building Canadian unity: The 1972 Canada-Russia hockey summit series
- T.V. and controversy in reporting the Vietnam War – manipulating and/or reflecting public opinion?
- See Reading Kit on the 1988 U.S. presidential election – Did Bush campaign advertisements and “photo ops” (such as involving Willie Horton and Bush’s visit to a flag factory) manipulate and/or reflect public opinion?
- Michael Dukakis
- Bill Moyers (former Press Secretary for President Lyndon Johnson)
- See Reading Kit article by Kenneth Bindas and Kenneth Heinemen on the television versions of the 1960s counterculture as representing attempts to mould youth and to reassure older Americans
- The fun-loving and harmless Monkees
- “Gomer Pyle, U.S.M.C.”

- “The Mod Squad”
- 1970s – “Mary Tyler Moore Show”; “All in the Family”; “M*A*S*H”
- 1980s – “Hill Street Blues”; “Dallas”; Dynasty”; “Lifestyles of the Rich and Famous”

Theme Question – In what ways can film and television be applied to depict past societies? Of what must the historian be careful when using such sources?

MATERIAL EVIDENCE

Preliminary General Observations

- The age, origin and use of an object, and asking appropriate questions to discover such information
- Possessing background knowledge and, in some circumstances, familiarity with other disciplines (e.g. Anthropology for the study of cultural objects)
- Information extracted by archaeologists from bones and refuse recovered at a War of 1812 battle site.

A/ Fashion

- See Reading Kit article by Timothy Shannon on clothing worn by Hendrick and William Johnson to promote Native-White relations
- Textiles as challenging notions of self-sufficiency and the rejection of luxury in frontier areas of Colonial Pennsylvania
- The Medieval World/ Middle Ages – Clothing as indicating the influence of the church; a defined class structure; and changes in the administration of and notions about the law
- The rise of a commercial class and the Renaissance as expressed through fashion
- A style to fit the new American Republic (George Washington, George Steptoe Washington, John Jay)
- Victorian morality (1840-1914)
 - New police forces and uniforms
 - See Reading Kit article by Anita Rush on clothing trends for Canadian women (1870-1905)
 - Elegance, dependence, ornamental
 - Sarah Bernhardt
 - Dress reform to protect health, family and nation
 - Clothing supplied *en masse* by new factories and retail establishments
 - New styles for women working in the retail and administrative/financial sectors
- 1920s – Dress for a new morality
- World War II – Austere and patriotic fashions
- Christian Dior and the “New Look” (1947)
- 1960s – Twiggy and “Youth Culture”
- 1970s – Clothing for the new professional woman

B/ A Selection of Other Items

- Dr. T.G.H. Drake’s collection of artifacts relating to the lives of children
 - Baptismal medallions for foundlings
 - Amulets, etc., to ward off evil spirits
 - Toys relating to gender-typing

- Signs of West-African culture and resistance to White masters among slaves in the American south (e.g., seashells, beads, doll parts, bird skulls, bottles, and a base from a pot, as connecting to items used by Yoruba religious leaders)
- The multi-purpose stove until circa 1920
- Furniture – What one can learn about Upper Canada (1800-1840)

Theme Question – What are some of the ways historians and others have utilized material evidence (i.e. concrete objects) to construct a representation of the past?

**Service Learning Program Evaluation Form
(To be completed by student)**

Student Name
(optional): _____

Name of Organization: _____

Did you work: Individually In a small group

For the various aspects of the program, please indicate your level of satisfaction.

	Not at all	Somewhat	Good	High
• Do you feel that the purpose and goals of the program were well explained?	1	2	3	4
• Do you feel that you have an improved awareness of society's needs?	1	2	3	4
• Do you feel that you made a positive contribution to your community?	1	2	3	4
• Do you feel that you helped accomplish something that could not have otherwise been accomplished?	1	2	3	4

We would appreciate your comments on the following:

1/ Do you think that this experience has enhanced the goals of the course by placing the topics in a meaningful situation?

2/ Do you believe that Service Learning has contributed at all to your individual, academic and/or professional development? If so, how?

3/ Do you have any suggestions to improve the Service Learning Program?

4/ Will you be continuing to volunteer with your agency? Please explain

5/ Because of Service Learning, do you feel yourself more inclined towards volunteering in general? Please explain.

6/ Would you be interested in taking another course involving Service Learning?

**Service Learning Program Evaluation Form
(To be completed by organization)**

Agency/Organization Name: _____

Name of Person Completing Evaluation (optional): _____

Students participated: Individually In Small Groups

How many students were placed with your organization/agency? _____

For the various aspects of the program, please circle the number corresponding to your level of satisfaction.

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
• Explanation of the aims of the Service Learning program	1	2	3	4
• Communication with the University	1	2	3	4
• Communication with the student(s)	1	2	3	4
• Productivity of the student(s)	1	2	3	4

We would appreciate your comments on the following:

1. Do you think that this experience was helpful for your organization? Please explain

2. Do you have any suggestions to improve the Service Learning Program?

3. Would you be interested in repeating the experience next semester/year? Please explain