

**AP/HISTORY 1040**  
**THE PRESENCE OF THE PAST:**  
**COMMEMORATION, MEMORIALS, AND POPULAR USES OF HISTORY**

Department of History, York University  
Fall/Winter 2017-2018

**Time:** Wednesdays 11:30-2:30

**Place:** Vari Hall 1005

**Moodle site:** <https://moodle.yorku.ca/moodle/course/view.php?id=113371>

**Instructor:** Dr. Jennifer Bonnell

**Office hour:** Wednesdays 10-11am or by appointment

2130 Vari Hall

416-736-2100 x30422

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[www.jenniferbonnell.com](http://www.jenniferbonnell.com)

### **COURSE DESCRIPTION**

This course examines the relationship between history and memory: the ways the past has been interpreted and remembered in different periods and by different groups. Central to the course is the question: what do we choose as a society to remember, and what (and whom) do we choose to forget? We will focus our explorations on a series of case studies of the interplay between history and memory in the interpretation of events such as the sinking of the *Titanic*, World War I, 9/11, and Truth and Reconciliation processes in Canada and South Africa.

Over the duration of the course, we will take up and explore some of the diverse forms that popular histories take, from monuments and museums to online exhibitions, documentary film, and historical fiction. Reflections on popular points of entry to the past, such as ghost stories and haunted landscapes, heritage tourism, and the growing public fascination with industrial ruins in North American cities, will also inform our analysis. Throughout, we will pay particular attention to the way power has enabled certain groups (political, social and intellectual elites) to dictate how the past is understood, and how these interpretations have been challenged by less powerful groups, including women, workers, and ethnic and racialized groups.

Course themes include the role of nationalism in official representations of history, tensions between “official” and “vernacular” histories, questions of authenticity in museum interpretation and heritage tourism, and questions of authority and legitimacy in narrating past events. Course content focuses predominantly on late-nineteenth and twentieth-century Canada, with reference to comparative case studies from the US and other parts of the world.

Students will learn to critically connect, debate and discuss historical themes and narratives, and use them to shed light on the interpretation of present-day events.

## FORMAT

The course will include lectures, film presentations, skills workshops and open-ended small group and classroom discussions. Two field trips (one per term) will take place during the designated class meeting time. Each field trip has a cost of \$10 per student.

The weekly assigned readings include both primary documents from the past and interpretations of events and commemorations by historians. The *average* amount of reading per week is roughly 33 pages of text: some weeks there will be less, and some more. Students are expected to attend class prepared to discuss weekly readings with your peers.

## REQUIRED READINGS

1. Biel, Steven. *Down With The Old Canoe: A Cultural History of the Titanic Disaster*. 1996. Reprint edition. New York: WW Norton, 2003. Access Kindle edition or purchase used via Amazon: [https://www.amazon.ca/Down-Old-Canoe-Cultural-Disaster/dp/0393340805/ref=dp\\_ob\\_title\\_bk](https://www.amazon.ca/Down-Old-Canoe-Cultural-Disaster/dp/0393340805/ref=dp_ob_title_bk)

The following books and materials are available for purchase at the York Bookstore.

2. HIST1040: The Presence of the Past 2017-18 Course Kit.
3. Brown, Chester. *Louis Riel: A Comic Strip Biography*. Montreal: Drawn and Quarterly Publications, 2006.
4. Cooper, Afua. *The Hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montreal*. Toronto: Harper Collins, 2006.
5. McKay, Ian and Jamie Swift. *The Vimy Trap: Or, How We Learned to Stop Worrying and Love the Great War*. Toronto: Between the Lines, 2016.

All other course readings will be electronically accessible via the History 1040 Moodle site. Copies of the four required books for the course have been placed on reserve at Scott Library.

## EVALUATION

Participation and Attendance: 20%

Online Plagiarism tutorial: 2% Due October 4

Group Reading Responses, 2 x 4% = 8%

Participation and Attendance: 10%

Reading Quizzes (6 per term; best 10 of 12): 10%

Ghost Tour Reflection: 10% Due November 1  
Monument Analysis: 15% Due November 29  
Second Term Research Essay: 25% Due April 4  
    Proposal: 5% Due January 30  
    Research Essay: 20% Due April 4  
Final Exam: 20%. To be scheduled during the April exam period.

### **Grading:**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C+60-64, etc.). For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>

### **Religious Observance Accommodation:**

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

## **ASSIGNMENTS**

### **Participation and Attendance: 20%**

Student participation is essential to the success of our class. Beyond your expected attendance in class, I expect you to offer your thoughts, your questions, and your insights to our weekly class discussions. This will require you to do the readings and the preparatory work necessary. Your participation in our discussions will be evaluated based on your ability to engage with the course material in an informed, creative and critical manner. A discussion forum on our course Moodle site will offer alternate forum for participation.

### **On-Line plagiarism tutorial, 2% [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)**

Students will be required to provide proof that they have taken this on-line tutorial and passed the quiz. It is very important that students understand what academic dishonesty and plagiarism are. Students must know the importance of citing all sources, using quotation marks for direct quotes, paraphrasing correctly and using the proper format for footnotes/endnotes and bibliography. Proof of tutorial completion must be submitted by October 4.

### **Group Reading Response, 2 x 4%=8%**

Once per term, students will work in groups of 3-5 to prepare a response to the weekly readings. These responses will kick off our discussion for the week. A sign-up sheet for Term 1 will be circulated in our second class meeting.

### **Participation and Attendance, 10%**

Attendance will be weighted at 25% and participation at 75% of the remaining participation grade.

**Reading Quizzes: 10%**

A total of 12 reading quizzes will be held in class over the duration of the course (6 quizzes per term). These multiple choice quizzes are intended to test students' comprehension of the assigned readings for that class and the previous class. The best 10 of 12 quizzes will count towards your final grade.

**Ghost Tour Reflection: 10%**

Length: 3-4 pages

Due: November 1

This assignment invites you to consider ghost stories and “dark tourism” as a popular form of engagement with the past. Draw upon the assigned readings for the October 18 and October 25 classes (Richardson and Seeman) to assess the October 25 walking tour, “The Haunted Streets of Downtown Toronto.” I am not looking for an analysis of the truthfulness of the tour’s content. Instead, draw upon the readings to identify some of the common tropes and themes of ghost story tourism that were present in this tour. In what ways did the tour uphold Richardson and Seeman’s arguments? In what ways did it differ, or depart from their observations? Choose two or three of the stories conveyed on the tour: what kinds of historical tensions, concerns, or inequalities might these stories reveal? What do they tell us about the history of the city, and the ways the city and its inhabitants have changed over time? We will discuss the assignment further in class.

**Monument Analysis: 15%**

Length: 4-5 pages

Due: November 29

This assignment requires you to research the history of one of three suggested monuments in the Greater Toronto Area. Your essay should describe the establishment of the monument, its purpose, and changing public reception over time. It should also include your personal assessment of the monument as a work of commemoration: what messages is the monument seeking to communicate, and how effectively does it do so? What does it fail to say (what are the silences or omissions suggested by its creation)? A selection of source materials for each monument will be provided. Detailed assignment guidelines will be posted to Moodle and discussed in class.

**Second Term Research Essay: 25%**

Proposal: 2 pages; due January 30. 5%

Essay: 8-10 pages; due April 3, 20%

The second term research essay will invite you to delve deeper into one of the instances of erasure or “silences” in commemoration that we will be exploring in term 2. Students may consider one of two topics: 1) the public history of slavery (in the United States, or elsewhere); or 2) the public history of settler-indigenous relations in Canada. Students will choose a particular memorial or site/work of historical memory related to one of these topics, place it in the wider context of commemorations on that topic, and analyze its purpose and effectiveness. Essays should discuss the tensions between official and vernacular memory that the topic

produces. A selection of suggested memorials and source materials for each topic will be provided.

Successful proposals will demonstrate careful consideration of selected source materials. You must hand in a proposal in order to receive a final grade on the essay. **Failure to hand in an essay proposal will result in a 0 on the essay assignment.**

The research essay will develop and refine the arguments set out in your proposal. Early in the winter semester we will discuss the requirements of the essay proposal and essay in detail.

**Final Exam: 20% April Exam Period.**

Duration: 3 hours

The final exam will comprise short answer and essay questions, drawing upon the readings and lectures throughout the course. This is an open book exam. Further details will be discussed in class.

**Late Assignment Policies:**

All assignments should be submitted to the instructor in person at the beginning of class on the day they are due, or to the essay drop-off box in the History office, located just outside of the main history office, 2140 Vari Hall. If you use the essay drop-off box, please note that essays are not date-stamped by department staff. If you are handing in late, you can email a copy to me to stop the clock ticking, but you must provide a hard copy within 2 working days or else the paper will not be accepted. The hard copy must match the emailed copy. Save all of your rough notes or rough drafts of your assignments; you may be asked to submit these as well.

A penalty of 2% per day (including weekends) will be deducted for late assignments. In special circumstances a student may arrange for an extension. Such arrangements must be made *in person* no less than one week before the assignment is due. Requests for extensions will not be accepted over the phone or by email. If you have accommodations from the Accessibility Office, you still need to speak with me before assignments are due to arrange extensions. Assignments submitted more than 7 days late will not be graded.

The **deadline for dropping this course** without receiving a grade is February 9, 2018. See the refund table at [www.yorku.ca/sfs/refunds/tables/](http://www.yorku.ca/sfs/refunds/tables/).

**Important Add/Drop Deadlines:**

Last date to enroll without permission of course director	September 20, 2017
Last date to enroll WITH permission of course director	October 18, 2017
Last date to drop courses without receiving a grade	February 9, 2018
Course Withdrawal Period (Receive a "W" on transcript)	February 10-April 6, 2018.

## PLAGIARISM AND ACADEMIC HONESTY

All students should be familiar with [York's Senate Policy on Academic Honesty](#) which defines and clarifies York's commitment to maintaining the highest standards of academic honesty. In part, it reads: "Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.... Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.... A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defense against their application."

Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or abetting academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties. For further details, see the relevant part of the York Website: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

**Academic Integrity Tutorial:** [http://www.yorku.ca/tutorial/academic\\_integrity/index.html](http://www.yorku.ca/tutorial/academic_integrity/index.html)

## COURSE WEB SITE AND COMMUNICATION WITH INSTRUCTOR

All electronic materials for this course, including a copy of this syllabus, links to library e-resources, and lecture outlines will be posted on the course website.

You are welcome to communicate with me by email and I aim to respond within 24 hours, except on weekends. However, I also encourage you to come to my office hours or make an appointment to see me in person. Please send emails from your York email account and treat email as if you are writing a letter, and include the following:

- 1) Provide an appropriate salutation to the person you are addressing (title/full name)
- 2) Include HIST 1040 in the subject line of your email;
- 3) Write in full sentences;
- 4) Always sign the message using your full name and student number.

Make sure you consult the course syllabus, other handouts, and course website BEFORE submitting inquiries by email. Please contact other classmates for notes for missed lectures.

## IMPORTANT LINKS FOR STUDENTS IN HISTORY COURSES

**The History Department** is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123.

**The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>

**Undergraduate Program in History:** links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>

**History Advising Hours:** The History department offers advising times weekly. The hours are posted on our website 1-2 weeks in advance. The days and times change to accommodate student's different schedules. No appointment is necessary; students will be seen on a first-come, first-served basis. The Director of Undergraduate Studies is Prof. Deborah Neill, and she can be contacted at [dushist@yorku.ca](mailto:dushist@yorku.ca).

**The Writing Centre:** One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

**York University Libraries:** Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>

**SPARK [Student Papers and Academic Research Kit]:** This is an on-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <https://spark.library.yorku.ca>

**Learning Disability Services:** Learn about LDS at <http://lds.info.yorku.ca/>

**York Student Code of Conduct:** <http://www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf>

**History department policy on grade reappraisals,** including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

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## SCHEDULE OF CLASSES AND READINGS: TERM 1

### *Module 1: Practices of Memory*

#### **Week 1. September 13: Introduction to the Course**

What to expect and how to excel

#### **Week 2. September 20: What is Collective Memory?**

##### *Readings*

Bodnar, John. Prologue and Excerpt from Chapter 1: "The Memory Debate: An Introduction." In *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century* (Princeton NJ: Princeton UP, 1992): 3-17. COURSE KIT.

History Skills: How to Read; Preparing for Quizzes and Class Discussion

Film in class: Roy Ward Baker, *A Night to Remember* (1958, 126 mins) (first half)

#### **Week 3. September 27: Remembering Disaster: The Sinking of the *Titanic***

*\*Quiz in class*

##### *Readings*

Steven Biel, Foreword, Chapter 1 and Chapter 2. In *Down with the Old Canoe: A Cultural History of the Titanic Disaster* (New York: WW Norton, 2003), pp. 3-58.

History Skills: Interpreting Secondary Sources

Film in class: Roy Ward Baker, *A Night to Remember* (1958, 126 mins) (second half)

#### **Week 4. October 4: Selling the Past**

*\*deadline for completion of online plagiarism tutorial*

##### *Readings*

Steven Biel, Selections TBA and "Afterword: Rearranging the Deck Chairs," 226-34. In *Down with the Old Canoe: A Cultural History of the Titanic Disaster* (New York: WW Norton, 2003).

History skills: Introduction to Primary Source Analysis



## **Week 5. October 11: Holidays and Invented Traditions**

*\*Quiz in class*

### *Readings*

Peter A. Stevens, "Righteousness Exalteth the Nation": Religion, Nationalism, and Thanksgiving Day in Ontario, 1859-1914." In Matthew Hayday and Raymond B. Blake, eds., *Celebrating Canada, Vol. 1: Holidays, National Days, and the Crafting of Identities* (Toronto: University of Toronto Press, 2016): 54-82. COURSE KIT.

History skills: Scott McLaren (Associate Librarian, York University Libraries), Introduction to the University Library research resources

**Week 6. October 18: Walking Tour: "The Haunted Streets of Downtown Toronto,"** Muddy York Tours, 12-1:30pm. Meet at Museum Station west exit, 12pm.

### *Readings*

Seeman, Erik R. "Spooky Streets." *Common-Place* 3, no. 01 (October 2002): 1-9. MOODLE LINK.

## **Week 7. October 25: Ghost Stories and "Dark" Tourism**

*\*Quiz in class*

### *Readings*

Richardson, Judith. Selections from "Introduction" and Chapter 3: "The Colourful Career of a Ghost from Leeds," in *Possessions: The History and Uses of Haunting in the Hudson Valley* (Cambridge, Mass.: Harvard University Press, 2003): 1-3; 81-109; 119-24. MOODLE LINK.

History skills: Preparation for Ghost Tour Reflection Assignment

## Module 2: Commemorating War

### Week 8. November 1: Why Vimy? Part I

\*Ghost Tour Reflection due

#### Readings

McKay, Ian, and Jamie Swift. Prologue, Chapter 1 and Chapter 2. *The Vimy Trap: Or, How We Learned to Stop Worrying and Love the Great War* (Toronto: Between the Lines, 2016): 1-46.

Podcast in class: "Vimy at 100: Myth vs. Reality." *CBC Ideas*, 7 April 2017:  
<http://www.cbc.ca/radio/ideas/vimy-at-100-myth-vs-reality-1.4058675>

History skills: Reading Monuments; Tips for Monument Analysis Assignment

### Week 9. November 8: Why Vimy? Part II

\*Quiz in class

#### Readings

McKay, Ian, and Jamie Swift. Selections TBA. *The Vimy Trap: Or, How We Learned to Stop Worrying and Love the Great War* (Toronto: Between the Lines, 2016).

Veterans Affairs Canada. Online multimedia Exhibition, "Experience Vimy." 2014.  
<http://www.veterans.gc.ca/eng/remembrance/memorials/overseas/first-world-war/france/vimy/experience-vimy> \*Move through entire exhibition, reviewing video, text, and images of the Canadian National Vimy Memorial.

History skills: Essay Writing Tips

Film in class: Selections, *Toronto's Great War Attic*

### Week 10. November 15: The Politics of Remembering the Spanish Civil War

Guest lecture: Professor Adrian Shubert, Department of History, York University

#### Readings

Hepworth, Andrea. "Site of Memory and Dismemory: The Valley of the Fallen in Spain." *Journal of Genocide Research* 16, no. 4 (October 2, 2014): 463–85. MOODLE LINK.

Dan Hancox, "The Ghosts Spain Tries to Ignore," *The New York Times*, 8 December 2016,

<https://www.nytimes.com/2016/12/08/opinion/the-ghosts-spain-tries-to-ignore.html>

Sam Jones. "It's Shameful for Franco's Victims': Spain's MPs Vote to Exhume Dictator." *The Guardian*, 11 May 2017, <https://www.theguardian.com/world/2017/may/11/its-shameful-for-francos-victims-spanish-mps-agree-to-exhume-dictator>

History skills: Tips for monument analysis assignment; referencing sources, using quotations and avoiding plagiarism

### **Week 11. November 22: "I was there": Veterans' Voices, Commemoration, and Controversy**

*\*Quiz in class*

Film in class: *The Valour and the Horror. Death By Moonlight: Bomber Command* (Brian McKenna, National Film Board of Canada, 1991, 104 mins).

#### *Readings*

Dean, David. "Museums as Conflict Zones: The Canadian War Museum and Bomber Command." *Museum & Society* 7, no. 1 (2009): 1–15. MOODLE LINK.

Paul Manson, "A Poor Display of Canada's Military History." *The Globe and Mail*, 9 January 2007, A15. MOODLE LINK.

Margaret MacMillan, "Memory Fails: Whom should we trust to tell us the truth about the past: professional historians or eyewitnesses to history?" *National Post*, 12 April 2008, A22. MOODLE LINK.

### **Week 12. November 29: Redress Campaigns and the Politics of Apology**

*\*Monument analysis due*

#### *Readings*

Ian Radforth, "Ethnic Minorities and Wartime Injustices: Redress Campaigns and Historical Narratives in late 20th Canada." In Nicole Neatby and Peter Hodgins, eds. *Settling and Unsettling Memories: Essays in Canadian Public History* (Toronto: University of Toronto Press, 2012): 369-415. MOODLE LINK.

## SCHEDULE OF CLASSES AND READINGS: TERM 2

### *Module 3: Memory and Forgetting*

#### **January 10: The Secret of Slavery of Canada**

##### *Readings*

Afua Cooper, "The Torture and Hanging of Angelique," "The Secret of Slavery in Canada," and "First Fire, First Flight," and selections from "April's Fire," in *The Hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montreal* (Toronto: Harper Perennial, 2006): pp. 14-22; 68-106; 175-98.

Film in class: TBA

#### **January 17: Slavery and Public History**

*\*Quiz in class*

##### *Readings*

Afua Cooper, Selections from "The Trial," "The Verdict," "The Appeal and Final Judgment," "The Execution," and "Angelique, the Arsonist" in *The Hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montreal* (Toronto: Harper Perennial, 2006): pp. 221-24; 232-36; 239-41; 246-51; 252-264; 276-306.

History skills: Introduction to Research Paper & Proposal assignment

#### **January 24: Popular History and Indigenous Pasts I: The Imagined Indian**

##### *Readings*

Thomas King, "Chapter 9: As Long as the Grass is Green," in *The Inconvenient Indian: A Curious Account of Native People in North America* (Toronto: Doubleday Canada, 2012): 215-47. COURSE KIT.

History skills: Building a Bibliography and Taking Reading Notes

Film in class: *The Curse of the Axe* (2012, 87 min),  
<https://www.youtube.com/watch?v=lp0EW2mtJUA>

## January 31: Popular History and Indigenous Past II: The Struggle for the North West

\*Quiz in class

### Readings

Chester Brown. *Louis Riel: A Comic Strip Biography*. Montreal: Drawn and Quarterly Publications, 2006.

History skills: Tips for Research Paper Proposal

Film in class: *Places Not Our Own* (NFB, 1986). 57 mins.

[https://www.nfb.ca/film/places\\_not\\_our\\_own/](https://www.nfb.ca/film/places_not_our_own/)

## February 7: Collecting Cultures: Museums and colonialism

\*Essay proposals due

### Readings

Gloria Jean Frank, "'That's My Dinner on Display': A First Nations Reflection on Museum Culture," *BC Studies* 125-26 (Spring-Summer 2000), pp.163-78. And Alan Hoover, "A Response to Gloria Frank," and Wendy Wickwire, "A Response to Alan Hoover," *BC Studies* 128 (Winter 2000-01), pp.65-69 and 71-74). MOODLE LINK.

Film in class: Gil Cardinal, *Totem: The Return of the G'psgolox Pole* (NFB, 1 hr 10 min)

History skills: Writing a Research Paper: Proposal to Narrative Outline

## February 14: Redress and Restorative Justice: Truth and Reconciliation I

\*Quiz in class

Guest speaker: Alison Norman, Ontario Ministry of Indigenous Relations and Reconciliation

### Readings

John S. Milloy, "The Founding Vision of Residential School Education, 1879-1920," *A National Crime: The Canadian Government and the Residential School System, 1879-1986*, (Winnipeg: University of Manitoba Press, 1999), pp. xi-xiv, 23-47. MOODLE LINK.

Isabelle Knockwood, selection from *Out of the Depths: The Experiences of Mi'kmaw Children at the Indian Residential School at Shubenacadie, Nova Scotia* (Lockeport, N.S.: Roseway Publishing, 1992). Reprinted in Jeffrey Keshen and Suzanne Morton, eds., *Material Memory: Documents in Post-Confederation History* (Don Mills, ON: Addison-Wesley, 1998): 47-51. COURSE KIT.

## February 21: READING WEEK -- NO CLASS

## February 28: Redress and Restorative Justice: Truth and Reconciliation II

\*Quiz in class

### *Readings*

Harriet Deacon, "Remembering Tragedy, Constructing Modernity: Robben Island as a National Monument." In Sarah Nuttall and Carli Coetzee, eds, *Negotiating the Past: The Making of Memory in South Africa*. (OUP, 1998), pp. 161-179. COURSE KIT.

Walter Sisulu, "Introduction," and Ahmed Kathrada, Letter to Sylvia Neame, c1970. In A.M. (Ahmed) and Robert Vassen. *Letters from Robben Island: A Selection of Ahmed Kathrada's Prison Correspondence, 1964-1989* (Mayibuye History & Literature Series; No. 92. Belville, South Africa: Mayibuye Centre, 1999): xv-xvii; 46-53. MOODLE LINK.

Film in class: *Long Night's Journey into Day*, Directed by Frances Reid and Deborah Hoffmann (2000, 98 minutes).

History skills: References and quotations

### ***Module 4: Memory and Place***

## March 7: Memory and Place I: Migration and Diaspora

Guest lecture: Gil Fernandes, Post-doctoral fellow, Robarts Centre for Canadian Studies, York University; and Co-founder/President, Portuguese Canadian History Project

### *Readings*

Vijay Agnew, "A Diasporic Bounty: Cultural History and Heritage." In Vijay Agnew, ed., *Diaspora, Memory, and Identity: A Search for Home* (Toronto: University of Toronto Press, 2005): 171-186. MOODLE LINK

History skills: Citation Formatting and Bibliographies

## March 14: Field Trip: "Another View of the Ward"

Walking tour with Heritage Toronto. Details TBA.

### *Readings*

John Lorinc, "Introduction." In John Lorinc et al, eds, *The Ward: The Life and Loss of*

*Toronto's First Immigrant Neighbourhood* (Toronto: Coach House Books, 2015): 11-23.  
COURSE KIT

### **March 21: Memory and Place II: Remembering Industrial Pasts**

*\*Quiz in class*

#### *Readings*

High, Steven, and David W. Lewis. Introduction: "The Landscape and Memory of Deindustrialization," and Chapter 2, "'Take only pictures and leave only footprints': Urban Exploration and the Aesthetics of Deindustrialization," in *Corporate Wasteland: The Landscape and Memory of Deindustrialization* (Ithaca, NY: Cornell University Press, 2007): 1-18; 41-63. COURSE KIT.

### **March 28: Commemoration in the Era of Global Terrorism: 9/11 and Beyond**

*\*Quiz in class*

#### *Readings*

Gardner, James B., and Sarah M. Henry. "September 11 and the Mourning After: Reflections on Collecting and Interpreting the History of Tragedy." *The Public Historian* 24, no. 3 (August 1, 2002): 37–52. MOODLE LINK.

Virtual Tour, National September 11 Memorial Museum,  
<http://www.911memorial.org/interactive-museum-experience>

### **April 4: Exam Review**

*\*Research papers due in class*