

HIST*3560*02 Experiential Learning: Mapping L.M. Montgomery's Norval, ON Winter 2020

Section: 02

Credit Weight: 0.50

Pre-Requisite(s): 7.50 credits including HIST*2450

Course Details

Calendar Description

HIST*3560 combines scholarly research and self-reflection with applied experience in a History-related workplace or simulated workplace environment. Students apply and develop their program-based historical skills and knowledge through in-class learning and a project with a local community partner organization. The project is designed to contribute to a public body of knowledge and improve students' skills for the workplace.

Course Description

In this section, you will be working to complete a project for our partner, the L.M. Montgomery Museum and Literary Centre. L.M. Montgomery is one of Canada's most famous authors, the writer of the Anne of Green Gables series as well as other fiction for young people and adults. Students will work together to create content for an online interactive map that features sites and people present during Lucy Maud Montgomery's time in Norval, ON (1926-1935).

In-class learning will be focused on practical skills related to archival research, digital history, and writing for a public audience. Students will perform scholarly research that will be used to create the final website content. You will acquire new knowledge, skills and concrete experience that will improve your employability, interpersonal skills, and transition to the workplace while contributing to a public body of knowledge.

Several visits to archives, including two to the Esquesing Historical Society (EHS) archives housed in the Georgetown branch of the Halton Hills Libraries at 9 Church Street, Georgetown, will be done as a class. Arrangements will be made at our first meeting to discuss when these visits will take place. Travel will be arranged and covered for students.

Please Note: In addition to class time, there will be three off-campus research days (dates to be announced) that will be organized for you to complete your archival research. You MUST be present at these events, which will take place at Georgetown Public Library or the University of Guelph Library, or make alternative arrangements with the instructor.

Timetable

Tuesdays, 8:30a - 11:20a, ROSH 108.

Timetable is subject to change. Please see WebAdvisor for the latest information.

Final Exam

There is no final exam for this course.

Instructional Support

Instructor: Kesia Kvill

Email: kkvill@uoguelph.ca

Office: MCKNEXT 1006

Office Hours: Thursday 10:00a-11:00a or by appointment.

Learning Resources

There are no required textbooks for this course, but I have requested that Mary Rubio's biography of L.M. Montgomery, *Gift of Wings*, be placed in course reserve as it will be useful for research purposes, as has Jane Urquhart's biography for the Extraordinary Canadians series. *L.M. Montgomery's Complete Journals: The Ontario Years* from 1922-1933 have also been placed on course reserve for the class.

Recommended Resource(s)

Rubio, Mary. *Lucy Maud Montgomery: The Gift of Wings*. Toronto: Doubleday Canada, 2008.

Urquhart, Jane. *Extraordinary Canadians: L.M. Montgomery*. Toronto: Penguin Group Canada, 2009.

Montgomery, L.M., edited by Jen Rubio. *L.M. Montgomery's Complete Journals: The Ontario Years 1922-1925*. Oakville: Rock's Mills Press, 2018.

Montgomery, L.M., edited by Jen Rubio. *L.M. Montgomery's Complete Journals: The Ontario Years 1926-1929*. Oakville: Rock's Mills Press, 2017.

Montgomery, L.M., edited by Jen Rubio. *L.M. Montgomery's Complete Journals: The Ontario Years 1930-1933*. Oakville: Rock's Mills Press, 2018.

Further list of helpful research sources will be available with assignment guidelines. Please read the Schedule for readings specific to each class. These will be made available on our course ARES.

Learning Outcomes

By the end of this course, you should be able to:

1. Develop hands-on archival research skills
2. Engage with digital and public history through project creation
3. Work with community partners to complete a project
4. Engage with place-based local history, biography, and writing for a public audience
5. Apply and develop their program-based historical knowledge.
6. Develop professional skills applicable to the workplace.
7. Critically reflect upon their own work and performance

8. Communicate effectively with fellow team members, course instructor and community partner.

Schedule

Week 1

January 7th - Introductions

- Course expectations & outline overview
- Introduction to the project and L.M. Montgomery
- Website project selections
- Set up as researchers at UofG Archives

Week 2

January 14th

We will be hearing from the COA career advisor about resume building and skill development in the first half of class. Second, we will be a discussion of our readings on place and community heritage.

Readings:

- Alison Twells, "Community History," *Making History*, https://archives.history.ac.uk/makinghistory/resources/articles/community_history.html.
- David Lowenthal, "The Heritage Crusade and Its Contradictions," In *Giving Preservation a History: Histories of Historic Preservation in the United States*, ed. Max Page and Randall Mason (New York: Routledge, 2004), 12-29.
- James Opp and John C. Walsh, "Introduction," *Placing memory and remembering place in Canada* (UBC Press, 2010), 3-21.

Week 3

Jan. 21st - Norval Tour

Mark Rowes and Kathy Gastle will be taking us on a tour of Norval to see the sites on our map. It is suggested that you bring a camera or smart phone to take pictures for self-reference.

Readings:

- Shelagh J. Squire, "Literary Tourism and Sustainable Tourism: Promoting 'Anne of Green Gables' in Prince Edward Island", *Journal of Sustainable Tourism* 4 (3): 119-134
- Ian Milligan, "What Counts as History in Toronto? Digitally Exploring Toronto's Heritage Plaques", *Activehistory.ca*, August 27, 2012
<http://activehistory.ca/2012/08/what-counts-as-history-in-toronto-digitallyexploring-torontos-heritage-plaques/>

Critical Reflection 1 is DUE!

Week 4

Jan 27 – 31 - Archive Visit

We will be visiting the Esquesing Historical Society (EHS) Archive in Georgetown or the University of Guelph Archives. The decision will be made in our first class which archive will be visited and when based on scheduling.

Readings:

- "Archives and Archival Labour," *ActiveHistory.ca*, Ed. Krista McCracken, 2017 <http://activehistory.ca/archives-and-archival-labour/>. Please read the 6 articles from the archive theme week before we visit our first archive.

Week 5

Feb. 3 – 7 - Archive Visit

We will be visiting the Esquesing Historical Society (EHS) Archive in Georgetown or the University of Guelph Archives. The decision will be made in our first class which archive will be visited and when based on scheduling.

Readings:

- Daniel Cohen and Roy Rosenzweig, "Introduction: Promises and Perils of Digital History," *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2005):
<http://chnm.gmu.edu/digitalhistory/introduction/>

Week 6

Feb. 10 – 14 - Archive Visit

We will be visiting the Esquesing Historical Society (EHS) Archive in Georgetown or the University of Guelph Archives. The decision will be

made in our first class which archive will be visited and when based on scheduling.

Readings:

- Brandon Proia, "The Art of the Serious: Writing History for an Elusive Mass Readership", *The American Historian* 9 (2016) : <http://tah.oah.org/august2016/the-art-of-the-serious-writing-history-for-an-elusive-mass-readership/>

Reading Week

February 18th – Reading Break. NO CLASS.

Week 7

February 25th – University of Guelph Archival Collections

Meet at the Archive Reading Room on the second floor of the library at 8:30am.

Readings:

- Laura Millar, "Touchstones: Considering the Relationship between Memory and Archives," *Archivaria* 61 (Spring 2006): 105-126.
- Kathryn Carter, "An Economy of Words: Emma Chadwick Stretch's Account Book Diary, 1859-1860," *Acadiensis* 29, 1 (Autumn 1999): 43-56.

Week 8

March 3rd – Writing Day

Take class time to finish your papers, due today at 6pm.

Research Paper DUE!

Week 9

March 10th – Careers in Heritage

Come prepared with questions to ask our guests about their careers. A list of guests will be provided in advance. This class will be open to department.

Readings:

- National Council on Public History, "What Is Public History?" and explore the website <http://ncph.org/cms/what-is-public-history/>
- Kaleigh Bradley, "New Directions in Public History", Activehistory.ca <http://activehistory.ca/2015/11/new-directions-in-public-history/>
- Lyle Dick, "Public History in Canada: An Introduction," The Public Historian 31, 1 (2009): 7-14
<http://www.jstor.org/stable/10.1525/tph.2009.31.1.7>

Week 10

March 17th – Instructor Away

Please use this time to finish up your website content drafts, which are due at the end of the day.

Website Drafts are DUE!

Week 11

March 24th – Peer Review and Presentation Prep

In class time will be devoted to sharing projects with peers and collaborative problem solving in preparation for your presentations.

Peer Review Assignment DUE!

Week 12

March 31 – Class Presentations to L.M. Montgomery Museum & Literary Centre

Members of the LMMLC will attend this class to hear about what you have researched and accomplished over the course.

Presentation of Content DUE!

Assessment Details

Participation (25%)

Date: Throughout the term

You are expected to participate in class by preparing the readings and appropriate questions/responses to each to contribute to the class discussion. Class trips to archives will also be assessed for participation.

Critical Reflection 1 (10%)

Date: Week 3, January 21st

Students will select three online historic site or museum maps from the list provided by instructor and write a 3.5-page critique, reflecting on the best and worst elements of each

map. A statement comparing and ranking the three maps will also be made. Further instructions will follow.

Research Paper (25%)

Date: Week 8, March 3rd

This paper will utilize the archival sources from our trips in combination with secondary sources for context. This paper will also form the basis for the draft of your website content. It is intended that these papers will also be given to the partner organization for their future use. Further instructions to follow.

Draft Website Content (5%)

Date: Week 10, March 17th

Turn your research paper content into content for the website. Will include archival images and sources. These will be handed in to the instructor as well as your classmates. Further instructions to follow.

Peer Review Assignment (5%)

Date: Week 11, March 24th

You will review and provide constructive comments on your colleagues' website drafts. We will bring these to class and discuss. Further instructions to follow.

Presentation of Content (5%)

Date: Week 12, March 31

Having incorporated instructor and colleague feedback into your website drafts, you will present your research to the partner organization. Further instructions to follow.

Final Website Content (15%)

Date: Exam Period, April 9th

Incorporating feedback from instructors, colleagues, and the partner, you will finalize your website content drafts. Remember that these are to be readable to the public. Further details to follow.

Critical Reflection 2 (10%)

Date: Exam Period, April 9th

Having completed the class and thinking back to our visit with the career advisor and heritage professionals, what skills have you developed over the course that you feel will benefit you in future. What have you learned that will help you in considering your future career and academic paths? Further details to follow.

Course Statements

Communication

The best way to reach me is by email at kkvill@uoguelph.ca. Please make sure you have checked CourseLink and the course outline before emailing me with questions about the class. CourseLink will be regularly updated with course information and I will email you directly when necessary.

Technology

Laptops are allowed in class, but it is expected that they will be used for taking notes and performing research.

As we will be visiting archives for research purposes, it is advisable that you bring a camera or camera phone to take pictures of sources when permissible. You may want to consider using an app that converts your images into pdf files and saves them directly to OneDrive or GoogleDocs for easy organization. Notes in archives must be taken down on paper with pencil only, though they will allow computers at many archives.

During class, please turn off all notifications from cells phones and other devices to encourage participation and allow everyone to concentrate.

Assignment Format and Submission

Unless otherwise noted, all assignments in this class are to be submitted electronically through the course Dropbox, or by email. They are to be submitted by 6pm on the day of class, unless otherwise stated.

For this class, please follow the Chicago Manual of Style for citations. Each and every source you cite in your work, whether primary or secondary, **must be properly cited**. This means in text citations footnotes, and a full bibliography at the end of your assignment, whether a paper or your final website content project. My personal favourite guide for Chicago Style is found here: <https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>.

Late assignments

Late assignments will be penalized 3% per day, including weekends. Extensions will not be granted the day that assignments are due. Please talk to me in advance if you will not be able to get an assignment in on time.

University Statements

Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

Oct 24, 2018

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

May 14, 2019

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

Jul 10, 2019

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Oct 24, 2018

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of

academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

May 14, 2019

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Oct 24, 2018

Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Oct 24, 2018

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

Oct 24, 2018