uOttawa

Course Description – HIS 4135: Canada's Material Past in the Digital Era

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This course will explore Canada's history using material history methods and material culture research. Using inter-disciplinary approaches including, but not limited to archaeology, art history, Indigenous studies and museum studies, students will examine and contextualize artifacts and objects to learn about Canada's past using a diversity of digital tools available. Students will evaluate, interpret and create history through their course work throughout the session.

What happens when the study of the past is presented in the digital realm? How does research and writing in a time when millions of significant primary and secondary source texts, photographs, videos, audio sources, artifacts, maps and much more have been made available via academic and public realms? What can/will/should we do to manage big data?

Students will be introduced to a range of works on evaluating, interpreting and creating history using digital tools. Beyond course readings we will also critically engage a range of digital tools and resources as students will also learn how to construct, post, maintain and implement new media in their course work. This course will explore the current and potential impact of the use of digital media on historical analysis, practice, research and presentation.

Course Information

Professor:	Dr. J. M. McCutcheon (Jo)
Office:	Room 9113, Desmarais (DMS), 55 Laurier Avenue East
Office Hours:	Fridays: 12:00 pm to 2:00 pm
Phone:	613.853.1867
Email:	jomac@uottawa.ca **Twitter:** @jomac_613
Class Time:	Fridays, 8:30 am to 11:20 am
Location:	TBT 311

Summary of Student Evaluation = 100%*

Evaluation/Assignments	Date Due	%
Digital Tool / Database analysis / Online Exhibition	February 8	20
Seminar participation -social media/journal entries/blogging/mentor – mentee relationships/other?	ongoing	20
Project bibliography, plan, outline	March 8	10
Project Presentation in Seminar	March 22 to April 5	10
Final Summative Research Project *may be submitted earlier	April 29th	40

Introduction and Class Expectations

This seminar course will focus on both in-class discussions of assigned readings and hands on learning with a diversity of digital tools available to us online and on campus. Attendance is mandatory and students will be expected to actively participate in group and class discussions and to demonstrate progress with selected digital tools. Students will also be encouraged to interact among colleagues and a wider public using social media like Twitter and Instagram. Facebook may be used to share new articles of interest with some discussions.

For your final research project, you will be encouraged to explore a topic, primary source or approach that you are passionate about or keen to learn more about during this term. You will be expected to use online databases and you will be given the opportunity to explore digital history tools and methods to complete your work, and this approach will also be supported. Students will be expected to present their research projects, engaging colleagues and supporting colleagues when they present their work. You may also consider group projects/exhibitions.

BrightSpace and other social media tools will be important tools and resources for students. Please check for announcements and updates regularly on the class BrightSpace site. Communicating interests, challenges, and successes is also an important part of this class. News articles, radio reports and digital resources will be regularly uploaded as part of class discussions and as tools for assignments a class #hashtag may be established.

For this course, students do not need to have an expertise in programming or database design. Some students will bring an expertise in gaming, basic programming and social media. This class may give you the opportunity to expand your comfort zone with regard to the practice of history and using diverse tools and new technologies to *enhance* and *facilitate* your work. You may submit traditional essays, but you will see, I hope, that the nature of what we are doing in this class will allow us to leverage technology to enhance historical research and analysis. Please touch base with any questions you may have regarding course material.

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

1. Effectively communicate ideas, debates and findings in your submitted writing and using social media tools;
2. Articulate clear definitions of the digital era considering time and place;
3. Identify key databases, key digital tools and a systematic method for critically evaluating primary sources;
4. Present your research ideas in an coherent, engaged and thoughtful manner;
5. Generate a history project relevant to Canada's material past appropriate online databases and digital tools, using primary sources and applying tools and skills learned in this course.

Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your course work. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Assignment expectations and grading rubrics are available via and are linked to the appropriate learning activities.

General Learning Outcomes	Teaching and Learning Activities
1. Effective communication using social media and other digital writing tools.	Weekly journal entries, bi-weekly blogs or social media content including images. Observation of the digital world around us as it relates to Canada's material past.
2. Articulation of definitions, ideas regarding digital era and the tools used to explore Canada's material past.	Weekly readings, secondary and primary sources.
3. Research and Analytical Skills – databases and digital tools	Identifying relevant online databases and digital tools to create historical content in an engaging and coherent way that considers your audience and respects copyright. Systematic cataloging of data for your final research project.
4. Effective presentations skills.	Use presentation tools effectively (PowerPoint/KeyNote). Professionalism, respect, and engaging in debates that provide opportunities to bridge the distances among scholars will be important to this class. Demonstrating organization with presentations.
5. Generating history:	Final research projects are intended to provide students with the opportunity to generate history for an internal (me) or external audience (social media users). Primary sources and artifacts will be key to your final projects and what format you select will demonstrate a consideration of the objects or topic you have selected.

Key Resources and Readings (See also the BrightSpace LMS/ Zotero / Facebook Page)

Your final projects will focus on a topic and tool related to Canadian history. Borders are fluid and they are both political and social constructions. Depending on your topic, time and place, you may benefit from resources hosted by American and British organizations but your focus should be on Canada.

University of Ottawa – Digital Humanities Research Guide
The Programming Historian (multiple contributors to lesson plans)
http://historicalthinking.ca/

US Based Resources and Tools

http://chnm.gmu.edu/research-and-tools/
Digital Public Library of America

Canadian Repositories and Databases

Early Canadiana Online
Research Guide: Indigenous Studies.
Research Guide: History
Globe and Mail Online
Maclean's Online
Library and Archives Canada: www.collections.gc.ca
Canadian Museum of History: http://www.civilization.ca/exhibitions/online-exhibitions/online-exhibitions
Canadian War Museum: http://www.warmuseum.ca/exhibitions/online-exhibitions/
Museum of Science and Technology Collection
Royal BC Museum
Glenbow Museum, Alberta
McCord Museum of Canadian History, Montreal
Parks Canada
Virtual Museum of Canada
Canadian Heritage Information Network
Directory of Federal Heritage Institutions

https://opentextbc.ca/preconfederation/ by John Douglas Belshaw
https://opentextbc.ca/postconfederation/ by John Douglas Belshaw

Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web Daniel J. Cohen and Roy Rosenzwieg

Course Outline, Readings and Schedule

Blog posts from historians and archivists, heritage institutions and from a diversity of material history practitioners will be linked to course material throughout this term. Students will be encouraged to share readings, discussions and debates from a diversity of media platforms as they related to Canada's material past in the digital era. We will undertake a time and place approach to Canada's material past – focusing on the 19th and 20th centuries but will cover Indigenous contexts and material across the land to the end of the eighteenth-century. Mandatory readings will be posted in BrightSpace weekly and students are encouraged to contribute to Zotero to share sources of interest and suggest readings for discussion.

January 11, 2019
Introductions – Defining Material History and Material Culture and the Digital Era

Course assignments, tools, resources and social media will be discussed. Students will take time to bookmark links, organize digital course material and become familiar with navigating tools and resources for this class. We will discuss whether or not to have a wiki spaces site, use Zotero and BrightSpace and social media for discussions.

January 18, 2019

How can we study the past using objects? What kinds of objects or material culture artifacts can we study? Where do we find objects? How do we study these objects? What primary sources can we use to inform this study and what theoretical frameworks help us to understand our material past?

Readings

Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 91, no. 5 (December 1986): 1053.

Smith, et al. "'Research Reports - Toward a Material History Methodology' #22. Material History Bulletin (Fall 1985) Pages 31 to 40." *Memorial University of Newfoundland - Digital Archive Initiative*. Accessed May 12, 2016. http://collections.mun.ca/cdm/compoundobject/collection/cbu/id/3834/rec/1. (Access online)

Fleming, McClung E. "Artifact Study: A Proposed Model." *Winterthur Portfolio* 9 (1974): 153–73.

Prown, Jules David. "Mind in Matter: An Introduction to Material Culture Theory and Method." *Winterthur Portfolio*, Henry Francis du Pont Winterthur Museum Inc. Univeristy of Chicago Press, 17, no. 1 (Spring 1982).

Early Canadiana Online
Research Guide: Indigenous Studies.

January 25, 2019 – Canada's Material Past in the 17th and 18th Centuries

Evaluating Online tools and resources. Looking at the Virtual Museum of Canada and other online exhibitions.

February 1, 2019 – Canada's Material Past to the 1850s
Repositories and online Databases

February 8, 2019 – Canada Material Past to the 1890s
An Introduction to Omeka
Evaluation of Digital Tools, Exhibitions and Databases due end of day.

February 15, 2019 – Canada's Material Past to World War 1
Textual Analysis and Data Mining
Voyant, Google NGram

READING WEEK

March 1, 2019 – Canada's Material Past to World War 2
Photographs and film.

March 8, 2019 – Canada's Material Past to the 1960s
3 D Printing and Topic Modeling

March 15, 2019 – Material Culture in Contemporary Canada

March 22, 2019

5 Student Presentations
Sign-up by or be signed up by February 1

March 29, 2019

5 Student Presentations
Sign-up or be signed up by February 1

April 5, 2019

5 Student Presentations
Sign-up or be signed up by February 1

April 17, 2019: 5th Annual Digital History Open House

Evaluation of Learning

Please see BrightSpace LMS for details assignment guidelines and directions.

Evaluating Digital Tools / Databases / Online Exhibitions: 20 %

Given the importance of the Internet and using digital tools like virtual exhibitions, data archives and interactive learning websites, you will consider at least three and not more than four material culture collections, virtual exhibitions, online database tools and other digital content (applications/programs). You will describe these tools/exhibits and evaluate the online content you select using criteria that is transparent and reflects readings, field trips and class discussions about digital tools. Your work should be at least 2000 words but should not be more than 2500 words. This word count does not include your footnotes or bibliography.

You are encouraged to insert screen shots, hyperlinks, graphics and tables that may help to support your descriptions and your criteria. You are also encouraged to use sources that will support your final project. If mapping is important for example, you may explore a mapping application, a mapping collection, and two mapping exhibitions – one Canadian and one US for example. Finally, you are encouraged to share your links using the Zotero bibliography and use the tagging function to identify your project.

Again, you may use a non-Canadian website to compare similar topics or approaches, but your focus should be on **Canadian material culture and history**. For each tool/exhibit/database you must clearly identify the institution/researchers and details about how the work is supported or funded.

You will explain why you have selected the tools and websites for this assignment. How relevant is the website material to this course or to your project? Would you recommend it to a friend or use it for your research in future courses?

Participation & Attendance = 20 %

Students are expected to attend all classes, your participation will be pro-rated and you will be graded on 8 of 9 classes (each worth 5 marks). You will be able to demonstrate your work for this class, inside and outside the classroom in a number of ways. You can add material to the Zotero group that we have as well for participation marks. You will be able to reflect on what you learned or undertake a social media project that includes Pinterest, twitter and Instagram or other similar tools.

**Project Presentations (10 %)**

You will sign-up for a presentation date. Students will have up to thirty minutes that allows you time to set-up, distribute a paper outline of your work or ensure everyone can see, engage or examine a sample of the work that you are undertaking. Ideally, you will present your research topic, your approach, your sources and the any technology you may be using to study, engage and display your work. Your presentation should be between ten (10) and fifteen (15) minutes in length. You want to be sure that your colleagues have an opportunity to ask questions and provide constructive and collaborative feedback.

The environment for these presentations is meant to be collaborative and engaging. You may find providing your colleagues with a paper copy of your project outline is useful – but you can also upload a document for students to follow so you do not have print a copy for everyone.

1. Effective articulation of your project topic, clearly articulating primary sources you will be using, key authors and historiographic considerations and representations that may be useful for your colleagues. You will be evaluated on how well you described your primary sources and how well you outlined your approach and rationale for your topic and the any technology you may have selected. You will be evaluated on your ability to respect the timelines for your presentation. (up to 50 marks)

2. Effective engagement of your colleagues – asking questions, seeking feedback, providing students an opportunity to engage/contribute/test your project outline. Your selected reading and primary source is engaging. (20 marks)

3. **During the presentations of your colleagues**, you demonstrate that you are attentive. You carefully construct questions and provide constructive feedback to your colleagues during their presentations. You demonstrate you have read the assigned readings they have submitted to the class. If you do not attend your colleague's presentations, you will have marks deducted (30 marks)
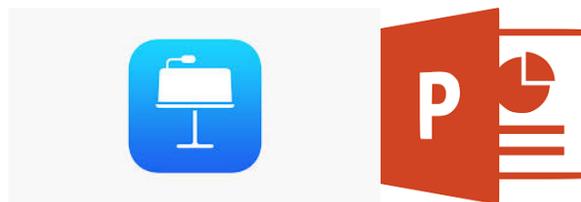
Final Research Project – 40 %

There are multiple streams for this assignment but all have mandatory elements. Depending on the approach you take with this project, the work that you put into your final project will similar to the work you undertake for all written assignments. Given your interest in your project and the newness of some of this work, you may find that the final project takes more time than you anticipated, so please plan accordingly.

1. **All work** submitted, regardless of the final format must have a bibliography of your secondary sources and it should include primary sources as well. If you have used Zotero, your work will be easier as you will be able to export your bibliography. For your primary sources, it is expected you will either cite them or integrate them into your final project so your bibliography does not need to have every document identified but should identify how you collected them. You will indicate the collections you consulted and your footnotes and references will indicate the documents you used or your Omeka collection will have your primary sources.

2. **All work** submitted must have a short reflective element on the experience of using material objects and formalizing your methodological framework.

3. **All work** submitted must have a short introduction to your work and why you selected the approach and method for your final project – traditional paper, curating Omeka, creating a game / site using Mine Craft, creating a material object or other format you select. Discuss and describe how you leveraged technology to undertake this work – websites, online searches, databases, text mining and other ways to manage large data sets.

4. **All work** submitted must use primary sources and where possible, an examination of material objects. You will supplement your analysis with other primary sources like trade journals, newspaper advertisements, photographs or database records from museums and archives.

5. Regardless of your final format, your word count should reflect the tabs, posts, script or descriptions you write for your final project.

6. Group projects should clearly identify the contributions each team member made to the final project and you should submit your reflections separately. Your work should reflect the work of the number of project members being undertaken collaboratively.

Stream 1: 'Traditional' Research Paper

You will complete a historical research project that is based on primary research and supported by secondary sources. You will clearly identify the material artifact(s) you have selected. Your research should include an understanding of how your selected artifact(s) have been studied and used by historians or in museum exhibits. You will need to clearly articulate the methodology you used to study and analyse your objects – you may have this information appear as an appendix to your work. That

means, how did you identify relevant sources? What kind of searches did you undertake?

Depending on your topic, you will have to demonstrate that you examined a diversity of sources and that you completed extensive research. For example, you may examine and study multiple examples of artifacts – but for your final analysis, you may focus on a few key examples. Examine other texts from your history courses, articles from journals and evaluate how historians use primary sources and cite their work. You will also be evaluated on your mechanics. That you have cited work correctly and that you have a properly formatted bibliography will be evaluated.

Stream 2: Digital Curation – Omeka – Applications – Collecting and Exhibiting Online

For this stream, you will undertake primary and secondary research and you will include an assessment of why the technology you Omeka, and other tools are good examples of how to leverage technology to 'do' 'write' 'present' history. Technology is never meant to replace the analytical work that is undertaken in history – it is always meant to enhance research and analysis. Sometimes this means we want a broader audience, we want to consider how technology can engage audiences and we are considering alternative learning styles of users.

For example, Omeka is a complex and power digital tool that permits users to use mapping, blogging and website features building on a collection that you research and curate. Be specific about the plugins you used and how you experienced inputting your primary sources into the database. You will want to outline you success, failures and consider whether or not you met your own expectations. How do you want your research communicated to a wider public?

You will submit the text for any simple pages, captions or contextual information you provide on your exhibition page. Be clear about the number of artifacts and sources you have included in your collection – the criteria you used to select those objects. Your work should also include a reflection that describes your experience using Omeka or another digital tool. You will also need to include a bibliography of secondary sources. Your primary sources should all be located in your Omeka collection.

You will be evaluated on your written work, your primary and secondary sources and your use of the technology. If you had significant problems, barriers or challenges to this work, ensure that you describe this experience. You want to ensure that I am able to review your work, understand why you selected the primary sources you did for your final work and I should be able to understand how you selected documents. You might need to establish criteria or protocol for how you undertake this work.

Other Options: Making a Material Artifact (3D Printing), Topic Modeling, YouTube Video, or another creative endeavor

This approach will require a bibliography of primary and secondary sources and you must articulate and describe the methodology you used in your analysis of material artifacts. Once your topic has been approved, I will update the class on the expectations you will be completing. For example, a YouTube video should be eight to twelve minutes in length – but this can be discussed.

Assignment Submission Protocol

All assignments must be submitted electronically via Virtual Campus. All assignments are due by 11:59PM on the date due. You are responsible for keeping draft copies of your work as well as your research notes until your paper is marked and returned to you. Late assignments **may be** penalized 5% for each **business** day, including business hours (9:00 am to 5:00 pm EST) up to a 15 % maximum. Students who submit late work should not expect as much or timely feedback.

Final submission of assignments is governed by the deadlines imposed by the University. All in-class assignments are due no later than the deadlines set by the University Senate for each semester. Instructors are not allowed to grant extensions beyond these dates. Students who cannot meet these deadlines must request a deferral from the Registrar's Office.

Plagiarism

Beware of academic fraud!

Academic fraud is an act by a student that may result in a false evaluation (including papers, tests, examinations, etc.). It is not tolerated by the University. Any person found guilty of academic fraud will be subject to severe sanctions.

Here are some examples of academic fraud:

- Plagiarism or cheating of any kind;
- Present research data that has been falsified;
- Submit a work for which you are not the author, in whole or part;
- Submit the same piece of work for more than one course without the written consent of the
- professors concerned.

Please consult this website: it contains regulations and tool to help you avoid plagiarism (Website URL: https://www.uottawa.ca/vice-president-academic/academic-integrity/resources-students). An individual who commits or attempts to commit academic fraud, or who is an accomplice, will be penalized. Here are some examples of possible sanctions:

- Receive an "F" for the work or in the course in question;
- Imposition of additional requirements (from 3 to 30 credits) to the program of study;
- Suspension or expulsion from the Faculty.

You can refer to the regulations on this webpage. (Website URL: http://www.uottawa.ca/academic-regulations/academic-fraud.html)

Student Services

Academic Writing Help Centre
(Website: http://sass.uottawa.ca/en/writing)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities

- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services
(Website: http://www.uottawa.ca/career-development-centre/)

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service
(Website: http://sass.uottawa.ca/en/personal)

There are many reasons to take advantage of the Counselling Service. We offer:
- Personal counselling
- Career counselling
- Study skills counselling

Access Service
(Website: http://sass.uottawa.ca/en/access)

The Access Service acts as intermediary between students, their faculty and other University offices to ensure that the special needs of these students are addressed and that the best possible learning conditions are being offered.

Note that the University of Ottawa is affiliated with Alternate Education Resource Ontario (AERO) and the Accessible Content E-Portal (ACE) services for the adaptation of accessible academic materials for students with perceptual disabilities. If you have any questions,
please contact the Accessibility Librarian (email: libadapt@uottawa.ca) or the Access service for textbooks.

Aboriginal Resource Centre
(Website: https://sass.uottawa.ca/en/aboriginal)

The Aboriginal Resource Centre (ARC) works closely with all university faculties and services to develop initiatives that support and benefit First Nations, Inuit and Métis students. We provide services that support your classroom, career and personal needs in a manner consistent with Aboriginal culture and values. We also promote strong working relationships with government agencies, as well as with Aboriginal communities and organizations to enrich your student experience.

[Financial Aid and Awards](https://www.uottawa.ca/financial-aid-awards/)
(Website: https://www.uottawa.ca/financial-aid-awards/)

The Financial Aid and Awards Service encourages University of Ottawa students to fulfill their dream of pursuing postsecondary education. The Service accomplishes this by providing students with access to a variety of financial resources, tools and information; by rewarding academic excellence with awards; offering valuable expertise on government loans and creating job opportunities for students through the Work-Study program.

Decoding Letter Grades and Percentages

A+ = 90 – 100: You have clearly read the assignment guidelines and understood the requirements for writing your submission. While there may be a few suggestions regarding the assignment, the feedback is overwhelmingly positive. *Your level of research and analysis exceeds expectations* for an undergraduate course at the second year level.

A = 85 – 89: You have clearly read the assignment guidelines and understood the requirements for writing a critical submission. There may be a few suggestions regarding the assignment and one area that may need to be addressed specifically, the feedback is overwhelmingly positive.

A- = 80 – 84: You have clearly read the assignment guidelines and understood the requirements for writing a critical submission. Another draft would significantly improve your paper. There may a few suggestions regarding the assignment and at least two key components that need to be addressed specifically. The feedback is positive with constructive suggestions to build on in future work.

B+ = 75 – 79: Your work demonstrates that you understand the framework of writing analytical research assignments. Another draft or two and more analysis would significantly improve your work. Each evaluated component needs more work. The feedback is constructive and outlines key steps to improve your work. A B+ is a solid grade in an undergraduate course.

B = 70 – 74: Your work demonstrates that you understand the framework for writing and critically evaluating for assignments. Significant revisions and more analysis are required to improve your work. Each evaluated component needs more work. The feedback is constructive and outlines key steps to improve your work. In particular, there may be an area of significant weakness.

C+ = 65 – 69: You did not demonstrate that you understood the basic requirements for the assignment. Your bibliography, if included, is weak, lacks the minimum number of sources and key elements were weakly presented. You may need to focus on improving your writing specifically, framing your research question and defining a thesis statement, undertaking Internet research or analyzing primary documents.

Below C+ and above F= Your completed submitted work does not provide evidence that you understood the basic requirements for the assignment. Your bibliography, if included, is poor, lacks the minimum number of sources and key elements were weakly presented. There are significant problems with your assignment. You may need to focus on improving your writing specifically, framing your research question and defining a thesis statement, undertaking Internet research or analyzing primary documents. You are meeting the meeting the requirements of the undergraduate level but with varying degrees of significant difficulty.

Below 50: Your assignment failed to demonstrate that you read the guidelines for the assignment. You are not meeting undergraduate requirements.