



uOttawa

HIS 3375: Material History and Material Culture in Canada
Spring 2016

Course Description - HIS 3375: Material History and Material Culture in Canada

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. The course will follow a thematic approach that includes a consideration of pre-Contact material cultures, New France, British North America to the twentieth-century. Students will be introduced to digital tools to display artifacts and to systematically analyze sources and objects relevant to Canada's material past. Students will have opportunities to visit and become familiar with collections from institutions like the Canadian Museum of History, the Canadian War Museum, the Museum of Science and Technology and the Library and Archives Canada. You will also go on a walking tour and visit Laurier House on Laurier Street. Students will evaluate, interpret and create history through their course work throughout the session.

This course may be taught with a blended learning model. A survey of student access to the Internet and devices for learning will be undertaken during the first week to determine how to approach this element of the source. We may have some flipped classes where students will watch relevant tutorials and lectures related to key concepts and then trouble shoot and collaborate in-class and using Adobe Connect.

Course Information

Professor: Dr. J. M. McCutcheon (Jo)
Office: Room 9119, Desmarais (DMS), 55 Laurier Avenue East
Office Hours: By appointment/Adobe Connect
Phone: 613.853.1867
Email: jomac@uottawa.ca **Twitter:** @jomac1867
Class Times: Tuesdays and Thursdays: 13:00 to 16:00 **Location:** FTX 137

Adobe Connect: <http://connect.uottawa.ca/his3375/>

Facebook Page: <https://www.facebook.com/groups/1139429616076642/>

Please note - there is no required textbook to purchase this term. Instead, students there will be some fees for museum visits. Please be sure to bring your student card to obtain your student price. Other material will be available online.



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Introduction: Background, Expectations and Culture

This course will be a hybrid of short lectures, in-class and on-line discussions, hands on learning and collaborative learning. Students are encouraged to build on their current research interests and/or select topics that will assist them with future career opportunities that may include teaching, museums, professional research, public policy or a career that has not yet been envisioned. This course provides students with the opportunity to follow their current research passions and interests as well.

Blackboard, Adobe Connect and possibly a class wiki page will be important tools and resources for students. Please check for announcements and updates regularly. 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 will be established which may be used during museum visits in particular.

Students who may be used to a more traditional lecture format may not be comfortable with the interactive nature of this class. Students will be expected to use the Internet and a number of websites to complete major assignments. To be successful, you will need to learn to evaluate material objects and use both on-line and digital resources. Students 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. Students can maintain an ongoing dialogue using Lecture Tools in addition to traditional means of communication.

Learning Objectives

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

1. Articulate and apply a clear methodology to analyse material objects.
2. Identify and evaluate digital projects for material history and culture and provide an analysis that reflects an established set of criteria related to material history and material culture in Canada.
3. Effectively communicate ideas, debates and findings in your submitted writing and using social media tools;
4. Generate a history project relevant to history in Canada, using material objects, 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. Historical Knowledge regarding material culture and material history in Canada.	Course material, lectures, supplemented by readings and primary documents from assigned readings via Blackboard and social media sites. In-class discussions, field trips that will help us articulate definitions and methodologies.
2. Evaluating secondary sources and online projects, exhibitions, tools and databases.	Students will evaluate critically evaluate the tools, projects and exhibitions available online to critically consider how technology has been used to enhance historical knowledge, research and analysis.
3. Applying critical skills and evaluating material objects, artifacts and primary sources used to supplement our knowledge of material culture historical sources:	Through a very short term, students will define their criteria and methodology for studying the history of material culture and material history. Using tools like Omeka, Excel, Zotero, FileMaker Pro – students will systematize research.
4. Effectively communicating using social media tools and writing well with strong and meaningful analysis:	Professionalism, respect, and engaging in debates that provide opportunities to bridge the distances among scholars will be important to this class. Discussions regarding the best/next technologies and platforms will be discussed.
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.

Summary of Student Evaluation = 100%*

Evaluation/Assignments	Date Due	%
Evaluating Virtual Exhibitions and Tools for studying material culture	June 1, 2016	20
Material Culture – Material History – seeing objects – field trips/social media adventures	On-going 4 x 10 %	40
Final Summative Research Project *may be submitted earlier	June 17 th or earlier	40

*Please note: some elements of assignments may be adapted to student interest/experience.

Course Outline, Readings and Schedule

Blog posts from organizations like [Active History](#), 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 the material history and material culture in Canada.

May 3, 2016 – Introductions – Defining Material History and Material Culture

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 Blackboard and Facebook for discussions.

Readings – documents and information provided in-class

Tool: Students will be introduced to *Adobe Connect* and *Zotero*

<https://familysearch.org/search/collection/2134302>



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May 5, 2016 – An Inventory of Objects – See Blackboard and Zotero

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?

May 10, 2016 – Field Trip/Alternative Reflection

Canadian Museum of Science and Technology, Curator, David Pantalony

[Museum of Science and Technology Collection](#)

May 12, 2016 – Studying and Displaying Material Objects

CMH Strategic Plan

Daniel J. Cohen, [“Collecting History Online”](#)

Tool: [Omeka](#)

May 17th, 2016 – Field Trip

Museum of Canadian History, Elise Rowsome.

May 19th, 2016 – Virtual Exhibitions – Objects Online – See Blackboard and Zotero

[Guidelines for Evaluation Digital Academic Scholarship – American Historical Association](#)

[Virtual Museum of Canada](#)

[Royal BC Museum](#)

[Glenbow Museum, Alberta](#)

[McCord Museum of Canadian History, Montreal](#)



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May 24th, 2016 – Field Trip

Indigenous Walking Tours and National Gallery of Canada

May 26th, 2016 – Field Trip

Laurier House National Historic Site

May 31, 2016 – No Class – Working on Final Project Outlines and/or Museum Objects

June 2, 2016 – Field Trip

Canadian War Museum

June 7, 2016 – Working Class – Final Projects – See Blackboard

June 9, 2016 – Working Class – Final Projects – See Blackboard

Evaluation of Learning

Writing/reflections – field Trips 40 %

For this class – we will have five field trips and activities and students will select four to write about. Each writing assignment will be worth 10 % and should be at least 1000 words not including citations or your bibliography. Students will include information about the museum's history and its collections. You will be able to reflect on what you learned or undertake a social media project that includes pinterest, twitter and storify or other similar tools. Students will select four field trips/activities. Check Blackboard following class for reflection and assignment guidelines. Generally, your assignments will be due one week later or earlier to keep your ideas and information fresh. All work must be submitted by end of term or a grade of INC will be assigned.

May 10th – Canadian Science and Technology Museum or Pinterest Activity

David Pantalony – Curator, Physical Sciences and Medicine

20 students will sign-up for this visit, others may select the pinterest activity



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May 17th – Canadian Museum of History

You will be introduced to the research and conservation facilities and the opportunity to visit the two new exhibits. Students will also be able to return to study more deeply selected objects.

May 24th – [Indigenous Walks](#) and National Gallery of Canada

Our walking tour will be with Kristine McCorkell, who is Mohawk and who will guide us to the National Gallery for a tour of the Gallery given by Jaime Kobel.

May 26th - Laurier House – National Historic Site

We will visit the home of Wilfrid Laurier and William Lyon Mackenzie King and explore living history and national historic sites. We will be divided into smaller groups and provided a guided tour.

June 2 – Canadian War Museum – To be confirmed

John Maker, Curator World War I is mounting a major exhibit to be opened in June on World War I. We will also have time to explore the current exhibits at the Museum.

Assignment # 1: Digital Collection/Project Evaluation 20 %
Due June 1, 2016 – end of day

You will write an evaluation of at least three and not more than four museum collections/virtual exhibitions online database tools that is not more than least 2000 words and at least 1750 words describing and evaluating the content of the kinds of objects available, how objects have been displayed on the web and an evaluation of accessibility, analytical framework and aesthetics. You will explain how you are evaluating the website/project/tool and what criteria the website must meet to be considered an important and reliable source for history students in Canada. 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? See Blackboard for more details and information about this assignment.

Final Summative Projects: Due June 17th end of day via Blackboard 40 %

Students must select their final topic by May 26th and it will be approved by May 28th or earlier. You may select a group or collaborative project. We will spend time in class trouble shooting



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and considering the work that you will be undertaking for this project. Students will be provided with examples of projects that can be undertaken. See Blackboard for more information about this final summative project. It is highly recommended that you consider your interests and experience for your final assignment.

Additional Tools

[Parks Canada](#)

[Virtual Museum of Canada](#)

[Canadian Heritage Information Network](#)

[University of Ottawa – Digital Humanities Research Guide](#)

[The Programming Historian](#) (multiple contributors to lesson plans)

[Early Canadiana Online](#)

Digital Publication

[Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web](#) Daniel J. Cohen and Roy Rosenzweig

Resources for Students

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>



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The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.