

School of Indigenous and Canadian Studies - Carleton University
CDNS 1101 Ottawa: Exploring National Institutions



Parliament Hill yoga – a new Ottawa tradition (THE CANADIAN PRESS/Justin Tang)

Summer term 2016

Lectures/Tutorials: Tuesdays and Thursdays 11:35 am – 2:25 pm, TB 446

Instructor: Susan Ross, Office: DT 1218

Office Hours: Tuesdays 3:30-4:30 or by appointment

Email: susan_ross@carleton.ca

Course Description

This course will examine the history and present-state of the city of Ottawa, paying particular attention to its role as Canada's capital. Through class lectures, reading and film discussion, and individual assignments, students will explore the ways in which various landscapes, public spaces, buildings and art in Ottawa communicate ideas about national identity, and position the city as a symbol for Canada. We will look at the multiple institutions that have been involved in planning the city. We will examine: how the city developed in relation to the Ottawa River and the Algonquin territory around it, how the architecture of cultural buildings and public spaces has been used to express political and cultural ideals; how the city's historic landscape has come to be seen as heritage; and how government institutions and others employ images of nationalism in marketing the city as a tourist destination. We will also think about the tensions between Ottawa as a Canadian capital, and other local to global perspectives on how the city functions and is perceived as a place.

Course Objectives

1. To trace the history and evolution of Ottawa's role as Canada's capital city and to think about the ways in which Ottawa's physical landscape (geography, designed landscapes and buildings, public spaces and art works) expresses ideas surrounding national identity.
2. To understand possible tensions between the way in which Ottawa is positioned as a symbol for the rest of the country or visiting tourists, and the lived experiences of the inhabitants of the city.
3. To encourage students to critically engage with theoretical concepts through group discussions of readings in order to further develop their critical reading abilities.
4. To assist students in developing their oral and written communication, university-level research skills and ability to think critically.

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Course Format

As a rule, each class will include two 50-minute illustrated lecture segments and a 50-minute tutorial with students discussing in smaller groups, as well as two short breaks. Weather permitting it is proposed to use some of the tutorial time to explore Ottawa on foot. This may spill over in time before or after class. A possible schedule will be discussed in the first class. Students with mobility issues are asked to inform the instructor as soon as possible. When participation is not possible, suitable alternate approaches to exploring will be discussed.

Course Schedule Overview

Week 1

Class 1 (July 5): **Introduction: Where is Here?** – Ottawa Resource Room visit

Class 2 (July 7): **Ottawa, Place and Identity** – Assign. 1 due

Week 2

Class 3 (July 12): **Planning a National Capital**

Class 4 (July 14): **Shifting Canadian Narratives**

Week 3

Class 5 (July 19): **That River that Unites/Divides Us** – Assign. 2 due

Class 6 (July 21): **Monuments and Places of Protest** – field trip to Major Hill's park

Week 4

Class 7 (July 26): **Architectural Expression in Politics**

Class 8 (July 28): **Architectural Expression in Culture** – including review for mid-term

Week 5

Class 9 (August 2): Mid-term quiz during class – followed by field trip to Central Experimental Farm/Rideau Canal

Class 10 (August 4): **The City as Cultural Heritage Landscape**

Week 6

Class 11 (August 9): **Ottawa's Evolving and Digital Arts Scene**

Class 12 (August 11): **Ottawa and the World: Tourism & Diplomacy** – Assign. 3 due

Overview of Student Assessment

- 5 % Assignment 1 "Personal reflection on national and local identities"
- 25% Assignment 2 "Illustrated guide to a national institution in Ottawa or Gatineau"
- 25% Assignment 3 "Essay comparing two national institutions"
- 30% Mid-term quiz – covers content in classes 1 to 8
- 15% Contribution – including three (3) reports on class activities

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Communication

The instructor will communicate with you via email using your Carleton account. The course outline and reading information will be posted on cuLearn. To access your courses on cuLearn go to carleton.ca/culearn. For help and support, go to carleton.ca/culearnsupport/students. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email atccs_service_desk@carleton.ca.

Students should carefully read all emails from the instructor. These may include additional information about assignments, readings or changes to schedule and classroom arrangements. Please acknowledge or answer any email that asks a question. Please notify the instructor promptly of email problems and provide an alternate as back up if needed.

Although you are welcome to drop in during my office hours, you can also reserve a specific time. Emails are usually answered within 24 hours except on weekends.

Course Resources

Carleton University provides access to a rich range of city resources, both on and around the campus, and students will be encouraged to explore these as part of the course. The Ottawa Resource Room in the lower level of the MacOdrum Library is a particularly useful source of maps, government documents and studies on a wide range of subjects.

As a capital city, Ottawa's many institutions serve as resources for teaching and research on the city – including the NCC's Capital Urbanism Lab, the Capital Information Centre on Wellington Street and the Ottawa Public Library Main Branch Ottawa Room. A longer list will be provided.

Weekly Readings and References

There is no textbook for this course. See the draft weekly schedule with reading assignments below. The readings will be available as PDFs on cuLearn, or through the library as reserved resources.

Some online resources, such as e-books, have limited readerships but may be downloaded. Students are responsible to ensure they are able to download the readings well in advance of the class.

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Draft Weekly Schedule with Reading Assignments

Note that this schedule and readings list may be subject to minor revisions.

Class 1 (July 5): Introduction: Where is Here?

Read the course outline and bring your weekly schedule for discussion of field trips.

Visit to Ottawa Resource Room in CU Library.

Class 2 (July 7): Ottawa, Place and Identity

Hayden, D., "Power of Place," *International Encyclopedia of the Social and Behavioral Sciences*, Oxford: Elsevier, 2001:11451-11455. Online resource.

<http://www.sciencedirect.com.proxy.library.carleton.ca/science/article/pii/B008043076704465X>

Gordon, David L.A. and Brian S. Osborne, "Constructing National Identity in Canada's Capital, 1900-2000: Confederation Square and the National War Memorial," *Journal of Historical Geography* 30 (2004): 618-642. Online journal resource.

Nimijean, Richard. "The Paradoxical Nature of the Canadian Identity."

Teaching Canada. 2005, Vol. 23: 25-31. Online resource.

<https://sites.google.com/site/wwwrichardnimijean/publications>

Class 3 (July 12): Planning a National Capital

Gordon, David. "Capital Cities in the Twentieth Century," and "Ottawa-Hull: Lumber Town to National Capital." *Planning Twentieth Century Capital Cities*. New York: Routledge, 2006. 1-8 and 150-164. Online CU Library book resource.

Paquet, Gilles, "Canada's Capital – 1 Getting the Governance right," *Inroads Journal* 30 (Winter/Spring 2012): 70-77. <http://www.gouvernance.ca/publications/11-04.pdf>

Rayburn, Alan, "Ottawa: A Capital Name for a Fur-Trading People," *Naming Canada, Stories about Canadian Place Names*, Toronto: University of Toronto Press, 2001, pp. 229-233. Online CU Library book resource.

Class 4 (July 14): Shifting Canadian Narratives

Hanks, Laura Hourston, "Nation, City, Place: Rethinking Nationalism at the Canadian Museum of Civilization," *Architecture and the Canadian Fabric*, edited by Rhodri Windsor Liscombe, 2011, 341-362. PDF of chapter from instructor.

Mackey, Eva. "Settling Differences: Managing and Representing People and the Land in the Canadian National Project." *The House of Difference: Cultural Politics and National Identity in Canada*. Toronto: University of Toronto Press, 2002, pp.23-49 (36-62). Online CU book resource.

Class 5 (July 19): That River that Unites/Divides Us

Benidickson, Jamie, "Cleaning Up after the Log Drivers' Waltz: Finding the Ottawa River Watershed," *Les Cahiers du Droit* 51.3-4 (2010): 729-748. Online Journal.

<http://www.erudit.org/revue/cd/2010/v51/n3-4/045731ar.pdf>

Lawrence, Bonita. *Fractured Homeland: Federal Recognition and Algonquin Identity in Ontario*. Vancouver: UBC Press, 2012. 1-15 and 274-277. Online CU Library book resource.

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Mennie, Elise and Daniel Buckles and Cathy Remus, "A Green Vision for Chaudière Falls and Islands," *Peace and Environment News*, July-August 2015 edition
<https://freethefalls.ca/wp-content/uploads/2015/08/Green-vision.pdf>

Ottawa River Heritage Designation Committee. "6.2. Managing the Ottawa River as a Canadian Heritage River: Challenges and Opportunities." in *A Background Study for Nomination of the Ottawa River Under the Canadian Heritage Rivers System*, 2005, 242-249. <http://www.ottawariver.org/pdf/38-ch6-2.pdf>

Class 6 (July 21): Monuments and Places of Protest

Possible related field trip to Major Hill's Park and Nepean Point – timing to be discussed

Gough, Paul. "Invicta Pax: Monuments, Memorials, and Peace: An Analysis of the Canadian Peacekeeping Monument, Ottawa." *International Journal of Heritage Studies*, 8.3 (2002): 201-223. Online journal.

Lauzon, Claudette, "Monumental Interventions: Jeff Thomas Seizes Commemorative Space." In *Imagining Resistance: Visual Culture and Activism in Canada*, edited by Kirsty Robertson and Keri Cronin, Waterloo: Wilfrid Laurier University Press, 2011, 79-93. CU Library book chapter.

Leroux, Heather, "Ottawa: Symbolic Nation and the City," *Capstone Seminar Series*, 4.1, 2014, 2-17. <http://capstoneseminarseries.files.wordpress.com/2014/04/heather-leroux-final-by-anne.pdf>

Class 7 (July 26): Architectural Expressions in Politics

Thomas, Christopher. "Slippery Talk of Parliament's Architecture: Canadian, Canadian British, or Anglo-American." *RACAR*: 29.1/2 (2004): 14-27. Journal in Compact Shelving. PDF from professor.

Waldron, Andrew "The Former Ottawa City Hall (Sussex Pavilion) 111 Sussex Drive, Ottawa, Ontario," *Journal of the Society for the Study of Architecture in Canada*, 27.1 (2002): 51-68.
https://dalspace.library.dal.ca/bitstream/handle/10222/70875/vol27_1_2_51_68.pdf?sequence=1&isAllowed=y

Hillmer, Norman, "The Canadian War Museum and the Military Identity of an Unmilitary People," *Canadian Military History* 19.3 (2010): 19-26. Online CU Library Journal.

Class 8 (July 28): Architectural Expressions in Culture

National Arts Centre, "Re-Imagining the NAC," December 10, 2014- May 31, 2016 (series of online news articles) <http://nac-cna.ca/en/stories/series/nac2017>

Godspeed, Rhona, "National Arts Centre, Ottawa, Ontario," in *Journal of the Society for the Study of Architecture in Canada*, 34.1, 2009: 75-96. Only pages 75 to 91 included in quiz.
https://dalspace.library.dal.ca/bitstream/handle/10222/71329/vol34_%21_75_96.pdf?sequence=1&isAllowed=y

Ripley, Colin, "Emptiness and Landscape: National Identity in Canada's Centennial Projects," *Journal of the Society for the Study of Architecture in Canada*, 30.1 (2005): 37-45.
http://dalspace.library.dal.ca:8080/bitstream/handle/10222/70798/vol30_1_37_45.pdf?sequence=1&isAllowed=y

Class 9 (August 2): Midterm quiz

Quiz covers first 8 classes and lasts an hour.

Excursion afterwards to the Central Experimental Farm and the Rideau Canal

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Class 10 (August 4): The City as Cultural Heritage Landscape

Harris, Julie, "Central Experimental Farm Management Plan Should Be Respected," Heritage Ottawa, November 5, 2014. Website.

<https://heritageottawa.org/news/central-experimental-farms-management-plan-should-be-respected>

Canadian Register of Historic Places, "Central Experimental Farm, National Historic Site of Canada, Statement of Significance." <http://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=13811&pid=0>

Canadian Register of Historic Places, "Rideau Canal, National Historic Site of Canada, Statement of Significance." <http://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=5727&pid=0>

UNESCO World Heritage List, "Rideau Canal." <http://whc.unesco.org/en/list/1221>

Class 11 (August 9): Ottawa's Evolving and Digital Arts Scenes

Videos of cultural events in Ottawa from websites such as these will be shown for discussion.

National Gallery of Canada – Buildings and Grounds <http://www.gallery.ca/buildingandgrounds/>

National Arts Centre - Videos of artists <http://www.youtube.com/user/NACvideosCNA/videos>

Saw Video – Mediatheque (video library) <http://www.sawvideo.com/mediatheque>

Class 12 (August 11): Ottawa and the World: Tourism and Diplomacy

Last class event/location to be determined

August 16: Spare/No class

Note that the university calendar allows for a 13th class on August 16. This will be reserved as a spare, in the case of the need to cancel one of the others. Otherwise the last class will be on August 11.

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Student Assessment and Deadlines

Please make sure to put your full name, student ID number, the course number and date on every assignment. You can print on two sides of paper, and in black and white. Please submit your assignments electronically through the Assignment tabs on cuLearn and bring a paper copy to class.

As a course that lasts only six weeks, there is little time to make up for missed classes. Students who miss a class – or part of one – should ask classmates for their notes. Pay close attention to updates posted in cuLearn, especially regarding possible field trips.

Deadlines are indicated below. Instructors are not allowed to grant extensions to term work beyond August 16, 2016. Students who cannot meet this deadline must request a deferral from the Registrar's Office.

Assign.1 “Personal reflection on national and local identities”

The first assignment asks students to write a max. 200-word text (one page), that discusses their own ideas of national and local identity. This should be with reference to Ottawa, capitals of other cities they may know well, and the towns or cities they are more familiar with from places they have lived in and or visited. The text could address questions like these:

- How long have you lived in Ottawa and how important is it to your identity?
- Where does most of your family live? How does this affect your sense of your identity?
- Do you think that a capital city is important for national identity?
- What are some issues that the citizens of a capital city experience?
- Does your identity in Ottawa change when compared to when you are in other places?
- Do you think it is possible to have multiple identities?
- Are there any conflicts or synergies between these identities?

The Reflection is worth 5% of final grade, and due in class July 7.

Assign.2 “Illustrated guide to a national institution in Ottawa or Gatineau”

For this assignment, students create an illustrated guide to a national institution in Ottawa or Gatineau, and document it in such a way that someone else could use your information to understand why it is interesting to go there and how to get there. A list of possible places is listed below assignment 3. You will create a 2-sided letter sized sheet that includes 1) a map locating it in the city, 2) an explanation of how to get there from Carleton University by public transit, 3) a brief text stating the mandate of the institution, 4) a three-sentence text that represents what you would write about your visit, as if you were sending a postcard to someone who has never been to Ottawa, 5) two or three images with captions and 6) an overall title for the guide. Finally you are asked to 7) locate a recent reference from a news article to the institution and somehow reference this in your guide.

Images selected should show a representative aspect, such as a picture of the place, landscape, building, artwork, sign or other symbol that associates this institution with Canadian identity. Each image should include a caption with the source and a statement about what is shown.

It is recommended that you create a simple horizontal or vertical layout with 2 or 3 columns, as you might see in a brochure. Sample layouts will be shown in class and a Word template provided.

The Guide is worth 25% of final grade, and due in class July 19.

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Mid-term quiz

The midterm for this course will consist of a 1-hour closed-book quiz with multiple-choice questions. The content will cover the first 8 lectures including assigned readings.

The Quiz is worth 30% of the final grade and will take place during regular class time on August 2.

Assign. 3 “Essay comparing two national institutions”

For the final assignment students will write a short essay comparing two national institutions in Ottawa. One of the institutions may be the same as the one represented in your guide in assignment 2. Building on the course themes of place and identity, architecture, planning, narrative, environment, cultural heritage landscapes, and places of commemoration and protest, your essay should compare and contrast these institutions. As a starting point, you are expected to discuss an academic article we have gone over in class, summarizing its main ideas and its theoretical position. You should make it clear if you agree with the article, and if you think the argument applies to the institution you are considering. You should also include a brief paragraph on the mandate of each institution. Some more general questions to guide your reflections can include:

- How does each institution express national/regional/personal identity?
- What things do the spaces associated with these institutions leave out/exclude?
- How are these spaces managed/ constructed by the state or by people who use them?
- Why do people feel a connection to these spaces?

The essay should be 6 pages (max. 2400 words), double-spaced, using a 12-point standard font in doc or docx.

The Essay is worth 25% of the final grade and due in class August 11.

Examples of institutions you can choose for either assignment 2 or 3 include:

- The House of Commons
- The Senate
- The Library of Parliament
- Rideau Hall
- Canadian Aviation Museum
- Canadian War Museum
- Canadian Museum of History
- Library and Archives Canada
- The Supreme Court of Canada
- Canada Post
- National Gallery of Art
- Bank of Canada
- Canada Council for the Arts
- Canadian Museum of Nature
- National Research Council
- Central Experimental Farm

Contribution to the class

This mark will be based on your contribution to discussion in the class as well as your attendance. Students will be expected to have done readings assigned for the day and to come to class with questions and issues to discuss. Three (3) short reports on activities in class will be assigned at different times during the term. These will consist of 150 word responses to a film viewed in class, a field trip, or a group discussion activity.

Your Contribution is worth 15% of the final grade

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Important University Policies

Plagiarism

The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. This can include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas, quotations, or paraphrased material, concepts or ideas without appropriate acknowledgement in an essay or assignment;
- Failing to acknowledge sources through the use of proper citations when using another's works, and/or failing to use quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. See the Section on Academic Integrity in the Student Conduct Portion of the Undergraduate Calendar.

Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.