CDNS 1002: Monuments, Museums, and Memory Activism

When there’s so much greed and destruction and violence... we need a revolution of love.¹

Instructor: Jerzy (Jurek) Elżanowski
Teaching Assistants: Miranda Leibel and Anna Paluch

Lecture Location: TB 447 (Tory Building)
Lecture Time: Fridays, 12:35-14:25

Tutorial Locations: Groups A1: PA 133 (Patterson Hall) / Group A2, SA 311 (Southam Hall)

Office hours (Instructor): Thursdays, 14:00-15:00 (Dunton Tower 1203)
Emails: jerzy.elzanowski@carleton.ca -- mirandaleibel@cmail.carleton.ca -- annapaluch@cmail.carleton.ca

Course Objectives

Men (but rarely women) on pedestals, dark memorial halls, museum exhibitions of ‘national’ or ‘natural’ history, and jagged ‘trauma’ monuments dot cities around the world. As the capital of Canada, Ottawa is covered with a particularly dense layer of commemorative objects and sites. In recent decades, Ottawa’s monuments and museum exhibitions have come under the increased scrutiny of Indigenous organizations, the daily press, activist groups and individuals who have identified certain memorial objects and sites as colonial, racist, or white supremacist.

This year, Themes in the Study of Canada uses monuments, memorials, and museums as a foil for the discussion and critique of nation-building practices in Canada. The aim of this course is to figure out how and why memorials and museums are such contentious sites, and how we can use the discussions surrounding them to better understand each course participant’s place in local, regional, national, and transnational social and political constellations. As such, the course will contextualize memorials within shifting Canadian urban landscapes, in relation to Indigenous resistance and resurgence (specifically territorial acknowledgements), and with respect to transnational histories of trauma commemoration.

Following the course description, lectures and discussion sessions will use specific monuments/memorials and museum exhibitions to consider “Indigenous peoples, literature, language and ethnicity, race, gender, culture and cultural producers, the environment, and international relations.” Each of these (often problematic) categories and designations plays a key role in how monuments are conceived, funded, built, situated in urban landscapes, used/interpreted by visitors, and deployed by interest groups and governments. As you begin to enter the world of Memory and Heritage Studies in Canada, think about the following questions: Do you see yourself in any of the terms listed in the course description above? Do you identify with a gender, ethnicity, or race? Do you speak one or more languages, which are somehow tied to your oral histories, literatures, and environments? And finally, do you think that this list appropriately describes the categories that define your relationship to a nation state or to some sort of physical, political, or spiritual home? The hope for this term is that the study of places of memory will contribute to an understanding of key public discussions in Canada today.

Learning Outcomes

By the end of this course, among other outcomes, you will have developed the skills to:

- explain how concepts such as ‘memory,’ ‘heritage,’ ‘space,’ and ‘place’ help you understand your physical and social/political surroundings
- explain the concept of ‘collective memory’ and how it applies to everyday life
- describe the scope of, and define key terms in, the fields of Canadian Studies, Memory Studies, and Heritage Studies
- describe a monument/memorial in relation to a current political issue in Canada
- show how monuments/museums/heritage sites help us remember/forget
- describe the curatorial aims, and assess a range of possible interpretations, of a museum exhibit
• describe how you can inhabit land in a respectful way
• take an informed position on the question of land/territorial acknowledgements
• participate in arts-based practice as a way of complementing written expression
• effectively deploy research skills, including academic reading, writing, and referencing
• effectively take notes based on material presented during lectures and class activities

How is this course different from what you might be used to?

This course is unique in the humanities in that it uses techniques of visual analysis and art practice, as well as digital and curatorial (museum/gallery) sources, to develop interdisciplinary cultural and scholarly literacy. In other words, the course will help you place texts – sources that are most commonly used in the humanities – in a much broader world of cultural production that people use to tell stories about who they are as citizens and what it means to inhabit a particular place. As a class, we will visit monuments and museums, learn how to describe and analyze visual sources, and work with the Carleton University Art Gallery (CUAG). At CUAG, we will learn about, and critically assess, the potential of collaborative art practice as an alternative to top-down monument-making. Your work at CUAG will prepare you for Assignments 2 and 3.

Course Correspondence

Please communicate with me using your Carleton email accounts only. I will do my best to respond to student emails within 48 hours and ask that students follow the same rule when responding to my queries. I usually do not check email messages on the weekends or in the evenings. Emails received on Friday will likely be answered the following Monday afternoon. Please note that the instructor and the TAs will not be answering emails during the Winter Break.

Before emailing me consider:
• consulting the course syllabus
• checking the cuLearn course page
• emailing your TA

A great way to get in touch with me and with your TAs is to visit us during office hours.

Course Components

The course consists of lectures, tutorials, tours/workshops, and optional excursions. It is structured so that all the components help build the skills you need to successfully complete the assignments and
exams. Assignments will be started during the tutorials and excursions, and will thus be much easier to complete later.

Lectures
Lectures will explain and contextualize the assigned readings, deliver additional course content, and connect content to larger disciplinary questions, as well as to the assignments. The course has been designed so that lectures complement and comment on required readings. This means that both lecture attendance and reading are essential for success in this course. Lectures will be interspersed with class activities that will encourage you to engage with your colleagues, your TAs, and the instructor. **You are responsible for attending lectures, reading the required texts, participating in class discussions, and handing in assignments on time.** One of the learning outcomes of this course is that students will develop listening and note-taking skills. Lectures will not be recorded or posted online, and not all relevant material will be included in the PowerPoint slides. It is your responsibility to listen, take notes, and ask clarifying questions. If you require assistance with note-taking due to a disability, please register with the Paul Menton Centre and contact me at the beginning of the course. The TAs and I are available by email and during office hours to help you with course responsibilities.

**Please note:** You may not record, film, or photograph lectures unless given express written permission by the instructor. All course materials are the instructor’s intellectual property and may under no circumstances be circulated or posted online.

Tutorials
Weekly lectures will be complemented by 50-minute tutorials (usually led by a TA), during which you will participate in activities designed to deepen your understanding of the lectures and assigned readings, and to develop the skills you will need to complete your assignments. The tutorials are intended to give you opportunities to sharpen your understanding of the course content, to prepare for the mid-term and final exams, and more generally, to develop your critical thinking skills. The class will be divided into two groups. Group A1 will meet Fridays 14:35-15:25 and Group A2 Fridays 15:35-16:25. **Attendance and participation in tutorials is mandatory and will determine the bulk of your participation grade. You must attend at least 50% of the tutorials to pass the course.**

Workshops and Tours
This class will include a tour of Ottawa monuments on March 22 and a workshop held at the Carleton University Art Gallery on March 29. The tour will start at the National Holocaust Monument at 13:15 sharp and end at Parliament Hill at 15:45. This schedule will allow you enough time to get to the meeting point (even if you have a class scheduled directly before CDNS 1002) and will leave you enough time to return for evening classes.

During the CAUG workshop, you will engage with a series of pieces that explore collaboration in art practice as well as with a retrospective exhibition created by Christi Belcourt and Isaac Murdoch. We will then attempt to apply lessons learned in the gallery to our discussion of how to move forward with contentious monuments in Ottawa (see Assignment 2). **Tutorial Group A1 will work in the gallery from**
12:35am-14:25pm on March 22 and tutorial Group A2 will work from 14:35pm-16:25pm on March 22. If you have any conflicts, please let your TA know at least two weeks before the tour/workshop. Both the workshop and the tour are obligatory and attendance will count towards your participation grade. In order to pass the course, you must attend at least one of the two events.

Excursions
The TAs and I will organize optional group visits to two of the four national museums in order to facilitate Assignment 3. Please sign up for excursions with your TA. Excursion dates and times TBA.

Assignments

Assignment 1 – Land or Territorial Acknowledgement

TASK: Based on readings assigned for class 3 – Land, Pedagogy, and Heritage Rights – and with the help of an online “Knowledge Bundle” in “Indigenous Environmental Relations,” (see cuLearn), you are asked to craft a personal territorial acknowledgement to be spoken at public events in the Ottawa region.

SUBMISSION: The acknowledgement should be between two and ten sentences long, accompanied by a 200-300 word explanation as well as a photograph (taken yourself) of the particular qualities of the environment (see knowledge bundle for definition) that you are acknowledging.

CONTEXT: In school classrooms, at public events, and in university courses you have doubtless encountered territorial acknowledgements. Carleton’s suggested acknowledgement sounds like this: “We/I would like to acknowledge the Algonquin nation whose traditional and unceded territory we are gathered upon today.” Acknowledgements serve a number of complex social, political, and legal purposes; they are simultaneously required, supported, critiqued, and refused by institutions as well as Indigenous and non-Indigenous individuals alike. Scholars such as Chelsea Vowel (see article assigned for class 3) have asked if acknowledgements are meaningful when recited in a formulaic way that communicates apathy rather than respect. How can territorial acknowledgements remain sites of disruption rather than complicity?

PURPOSE: a) to position yourself in relation to the land you inhabit before you engage in a critique of monuments and museums; b) to create a working acknowledgement that you may use when presenting in public; and c) to create the basis for achieving the first learning outcome of this course: to be able to explain how concepts such as ‘memory,’ ‘heritage,’ ‘space’ and ‘place’ help you understand your physical and social/political surroundings.
Assignment 2 - Museum Panel Short Reflection

TASK: Prepare an alternative museum panel for an exhibit found in one of the four national museums in Ottawa – the National Gallery of Canada, the Museum of Nature, the Canadian Museum of History, and the War Museum.

SUBMISSION: A proposal for a revised panel/small exhibit including the following materials: one or two original exhibit photos, transcribed original exhibit texts, your revised texts, a 400-600 word critical reflection.

WORKFLOW:
• choose a museum and visit it with camera/cell phone and notepad in hand
• identify a panel or small exhibit that you find problematic or controversial
• photograph the exhibit, paying special attention to the texts
• transcribe the texts
• use the texts as well as concepts from three of the assigned readings to write a critical reflection on the chosen exhibit
• propose an alternative exhibit text (you are also welcome to describe an alternative exhibit format)
• collate the exhibit photos, the transcribed text, your revised text, and the critical reflection into one file following a template
• post the final product to the class blog

PURPOSE: a) to learn how to feel empowered to propose changes to official historical narratives; b) to productively relate class readings to a space of national performance; c) to understand how museums craft historical narratives and facilitate remembering and forgetting

Assignment 3 – Intervene on a Monument

TASK: Starting from Jeff Thomas' photographs of the Samuel de Champlain monument at Nepean Point, this assignment asks you to temporarily change the environment of a chosen monument/memorial in Ottawa by physically inserting yourself into the memorial’s immediate environment, and to document this intervention. This is a group assignment with individual final submissions.

SUBMISSION: A photograph of your group intervention accompanied by a 700-900 word academic text that describes the intervention in relation to the shortcomings of the chosen memorial. Using concepts from Memory, Heritage, and Canadian Studies, you are expected to explain how your intervention highlights or addresses these shortcomings.

SUGGESTED WORKFLOW:
• get into groups of 2-5 people
• in groups:
  o choose a monument/memorial in Ottawa that you feel requires change or contextualization
  o make a list of terms/concepts/theories from your Heritage, Memory, and Canadian Studies readings to describe the current shortcomings of the memorial
  o brainstorm and sketch out different ways to use your bodies to comment on or address these shortcomings
  o choose one plan
  o visit the memorial, perform, and photographically document your intervention

• individually:
  o choose a photograph from the group work that best represents the content of your personal critique
  o write a 500-700 word academic reflection on your intervention
  o post your text and photograph to the class blog (see TA’s for details)

PURPOSE: a) research memorials in Ottawa; b) deploy theoretical language used in readings c) learn to use your body as a mode of expression; d) learn to work effectively in groups

Examinations

The midterm examination will take place during Class 7, March 1, 2018, and will cover assigned readings, lectures, tutorial discussions, and workshops. We will review sample questions and main topics one week prior to the exam.

The date of the Final Examination will be announced by the University. The final examination will cover material from the entire term, but will focus on the post-midterm material. It too will be preceded by a review session

Evaluation

Minimum Requirements
This is an experiential learning course where what you learn goes beyond what can be quantified in a test or assignment. Attendance at all tutorials, the monuments tour, and the CUAG workshop are obligatory and will be counted towards your final participation grade. In order to receive a passing grade (50%) in the course, you must attend at least half of the tutorials, and either the monuments tour or the CUAG workshop. Failure to attend at least half of the tutorials and one workshop/tour will result in a failing grade in the course regardless of the results of your exams and assignments. It is an expectation of this course that you will consistently prepare for lectures and tutorials by reading the assigned texts. By being prepared, you will contribute to enriching the class discussion for all.
Participation and Weekly Questions

Your participation mark includes attendance at tutorials, thoughtful contribution to tutorial discussions, as well as active and enthusiastic engagement in class activities and planned workshops. In addition, each week you will be required to prepare one question about a key issue raised in the readings, and submit it on cuLearn 24 hours before the class. Sample questions will be posted on cuLearn. The instructor and the TAs will use these questions to guide class discussions. Each question will be worth 0.5% of your final mark for a total of 5%. You may and should submit questions even if you cannot/choose not to attend class that day. Questions cannot be submitted after the deadline. No questions are expected for classes 1 (introduction) and 8 (midterm). For midterm and final review classes, please submit a question about a course concept that you would like reviewed.

All assignments are due by 11:55 pm!

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<thead>
<tr>
<th>Assignment</th>
<th>Length</th>
<th>Weight</th>
<th>Due Date/Held On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Questions</td>
<td>One or two sentences</td>
<td>5%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Assn. 1: Acknowledgement</td>
<td>200-300 words</td>
<td>5%</td>
<td>February 8</td>
</tr>
<tr>
<td>Assn. 2: Museum Panel</td>
<td>400-600 words</td>
<td>10%</td>
<td>March 8</td>
</tr>
<tr>
<td>Assn. 3: Monument Intervention</td>
<td>700-900 words</td>
<td>15%</td>
<td>April 3</td>
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Examinations

- Midterm Exam: 20% - March 1
- Final Exam: 30% - TBA
- Attendance/Participation: 15% - Ongoing

Please note: Examination questions will draw upon material covered in class, during tutorials and workshops, as well in the assigned readings.

Late assignment penalty: 5% per day (including weekends). If you need an extension for medical reasons, because of pregnancy, a religious obligation, or if you have any other concerns about the assignment deadlines, please speak to the instructor as soon as possible.

Spelling, grammar, citation format, and presentation will impact your grade. We will discuss these in detail in class.

Research Assistance

The Library website maintains a webpage related to Canadian Studies. The reference contact for Canadian Studies questions is Martha Attridge Bufton 613-520-2600 x2985.
CLASS SCHEDULE

Please note that this is a **DRAFT** schedule. **Readings, discussion topics, or dates of class workshops MAY CHANGE DURING THE COURSE OF THE SEMESTER.** All changes to the schedule will be announced in class and posted on cuLearn. If you have missed a class, please check cuLearn to confirm the readings for the week. **Readings will be posted on ARES (https://libares01.carleton.ca/) as well as on cuLearn.**

**Note:** Some of the assigned texts are quite complicated and will require concentrated and extended time to read and understand. In order to make reading easier, I will go over reading methods and tactics in class – these will help you read more quickly and retain more content.

**Class 1: January 11, 2019**
Introductory Class
  - No Readings, no discussion groups

**Class 2: January 18, 2019**
Key controversies in Canadian Studies ‘Then’ and ‘Now’

**Academic Readings:**

**Press Articles:**

**Optional Reading:**
Class 3: January 25, 2019
Land, Pedagogy, and Heritage Rights

Academic Readings:

Press Articles/Blogs

Class 4: February 1, 2019
Introduction to Memory and Heritage Studies

Academic Readings:
• Compilation of excerpts from current scholarly articles in Memory and Heritage Studies available on cuLearn in PDF format.

Class 5: February 8, 2019
Memory and Counter-Memory in Canada and Germany: Contested Monuments and Museums


Class 6: February 15, 2019
Midterm Review

February 18-22, 2019: NO CLASS – HAPPY WINTER BREAK!

Class 7: March 1, 2019
Midterm Examination (Discussion groups will be held as usual)
Class 8: March 8, 2019
Controversies: Removal of Colonial Monuments in Canada and the United States   Assignment 2 due

Academic Readings:

Press Articles:

Class 9: March 15, 2019
Ottawa’s Memorial to the Victims of Communism and National Holocaust Monument

Class 10: March 22, 2019
CUAG Gallery Workshop


Class 11: March 29, 2019
Monuments Tour (Meet at National Holocaust Monument at 13:15)

- No Readings

Class 12: April 5, 2019
Final Exam Review

Assignment 3 due April 3

Academic Integrity

The following texts are part of Carleton’s academic integrity and equity policies.

Plagiarism: Plagiarism is a very serious academic offence. It occurs when someone tries to pass anyone else’s work as their own. It occurs when a student either a) directly copies more than one of two sentences of another’s written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; and c) borrows, without acknowledgement, any ideas in a clear and recognized form, in such a way, as to present them as the student’s own thoughts, where such ideas, if they were the student’s own would contribute to the merit of his or her work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair, who will refer the case to the Dean. Students are reminded that plagiarism can result in a range of penalties including failure in the course. It is in the student’s best interests to keep all of their research papers intact after handing in papers.

Resubmission of Work: Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in any other course.

For more details see the Academic Integrity Policy http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf
Academic Accommodation

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/

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/

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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: http://www2.carleton.ca/equity/