Canadian Cultural Landscapes  
HIST 3210/CANA 3020/GEOG 3020  

Tuesdays and Thursdays, 10:00-11:30  
Room 1130, McCain Arts & Social Sciences Building  

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Course Description  

From the mysterious ruins of L’Anse aux Meadows to the idyllic “Lake of Shining Waters,” from fur trade posts “asleep by a frozen sea” to the open range of rancher’s prairie -- Canada includes countless fascinating landscapes within its borders. This course takes us across the country as we explore the origins of a characteristic or signature landscape in each province. In each place, encounters with a particular kind of geography gave rise to a distinctively regional history; but at the same time, each landscape plays a role in the national narrative. We’ll see how Canadians have understood and used nature since the fifteenth century, and how wildly different environments have been folded into national borders.  

Texts  

2. Course readings on BLS.  

Evaluation  

Class Attendance and Participation 25%  
Reading Responses 10%  
Field Trip Assignment 15%  
Place Biography 20%  
Final Exam (in exam period) 30%  

Class Participation 25%  
Participation is essential, as we discuss how the week’s readings contribute to our understanding of different places. This mark will reflect equally your attendance and your contribution based on your analysis of the readings. Generally, lectures will be on Tuesdays, discussions on Thursdays.  

Occasionally, you will be asked to submit a short reflection on the week’s readings (10%). The element of surprise here is deliberate, if somewhat evil. These will only be accepted in class.
“Field Trip” Assignment 15%  Due in class February 2

For a small province, Nova Scotia encompasses a variety of diverse ecosystems – and human communities that have evolved to exist with or exploit them. Imagine you are in charge of organizing an excursion for visitors interested in the environment: where should they go, and what should they see, in order to understand the environmental history of the province? It might be the agricultural district of the Annapolis Valley, the tides of Fundy, the coal districts of Pictou and Cape Breton, the fishing communities of the eastern shore, the forests of the interior, the highlands…

But wherever you choose, it’s best to think of a particular place, as a focus and destination, and then the larger environment and the human history (ie. the cultural landscape) which it represents.

The trip is one that would take 2 days to complete (including travel time – this means anywhere in Nova Scotia, from Yarmouth to Neil’s Harbour, is fair game).

This assignment requires:
- a three-page description of the trip: where we would go, what we would see, and what we would learn from this or why it is relevant.
- a map of the trip.
- 1-2 appropriate background readings.

Place Biography 20%  Due in class March 9

Each of us harbours […] within ourselves the image of ecosystems where the main events of our family, love, professional, social and economic lives have unfolded.

- Pierre Dansereau

What is that image for you? What is your “signature” landscape? Is it real (a place you lived or visited) or imagined (you have seen or read about)? It is prosaic or idealized? Singular or complex? Write a short (5 pages) piece that:

- briefly describes the physical and cultural features of the place
- explains why it should be characterized as a “cultural landscape” and places it in the context of Canadian environmental history
- uses three scholarly sources, from the “America History and Life” database and/or the Novanet catalogue
- and includes an image (artistic, documentary, commercial) that reflects the spirit of the place.
Points of Information

- Late papers will be penalized. The penalty is 5% the first day, 1% each day thereafter, including weekends. It is advisable to keep copies of your assignments (electronic/paper).

- Read the policies on plagiarism and academic honesty in the Undergraduate Calendar at http://registrar.dal.ca/calendar/ug/UREG.htm#12. Ignorance of such policies is no excuse for violations. Academic Integrity is taken very seriously.

- Students with disabilities should register as quickly as possible at Student Accessibility Services if they want to receive academic accommodations. To do so please phone 494-2836, e-mail <disabilities@dal.ca>, or drop in at the Killam, G28.

- Flu Advisory:
In the event of an escalation of the pandemic H1N1 influenza virus, the University may need to authorize Academic Units to change elements of class schedules and/or evaluation plans as outlined in course syllabi. Any change is intended to support the primary goal of reducing the risk of spreading a pandemic influenza among students, faculty and staff.

Although it is difficult to predict the severity of the pandemic, the University is committed to minimizing the impact on students’ academic progress. Therefore, every effort will be made to provide students with options for continued learning and for continued fair evaluations.

Changes may include but are not limited to:

- Adjustment to course assignments;
- Changes to the dates of exams;
- Arrangements for alternative evaluations for students affected by H1N1 influenza virus;
- Adjustment to work terms;
- Modification of marks awarded for participation;
- Adjustment to attendance policies.

Any changes made in individual courses may be superseded by University-wide or Government measures to reduce the spread of the pandemic H1N1 influenza virus.

Please see http://flu.dal.ca/facultystaff/Pandemic_Advisory.php
Course Schedule and Readings

1. Ideas of Landscape (January 5-7)

   Method and Meaning


2. The North: Aboriginal Cultural Landscapes (January 12-14)

   Method and Meaning
   1. Lyle Dick, “People and Animals in the Arctic: Mediating Between Indigenous and Western Knowledge”

   BLS


3. Newfoundland: Exploration and the Fishing Reaches (January 19-21)

   Method and Meaning
   1. Peter Pope, “Historical Archaeology and the Maritime Cultural Landscape of the Atlantic Fishery”

   BLS


   BLS
      [Also available as electronic book through Novanet]


5. **Nova Scotia: Stone Fortresses and Imperial Wars (February 2-4)**

*BLS*


6. **New Brunswick: Inhabiting a Loyalist Landscape (February 9-11)**

*Method and Meaning*

1. Liza Piper, “Colloquial Meteorology”

*BLS*


7. **Manitoba: Rivalry on the Rivers - The Fur Trade (February 16-18)**

*Method and Meaning*

1. Carolyn Podruchny, “Writing, Ritual, and Folklore: Imagining the Cultural Geography of Voyageurs”

*BLS*

   [Also available as electronic book through Novanet]


**Study Break, February 22-26**
8. **Saskatchewan: Wheat Fields and the Triumph of Geometry (March 2-4)**

*Method and Meaning*

*BLS*


9. **Alberta: “1000 Switzerlands” in the Rocky Mountain National Parks (March 9-11)**

*Method and Meaning*
1. Alan MacEachern, “Lost in Shipping: Canadian National Parks and the International Donation of Wildlife”

*BLS*

10. **Prince Edward Island: Green Gables and Rural Idylls (March 16-18)**

*BLS*


*BLS*

12. **Ontario: Cottage Country and the Wilderness Myth (March 30-April 1)**

*Method and Meaning*

*BLS*


13. **Class Review (April 6-8)**