



# MANECCS NEWS & VIEWS

The Newsletter of the Middle Atlantic and New England Council for Canadian Studies

September 2017

## In This Issue

Membership meeting	1
Robert Timko on Radio	1
Canadian Studies at Temple University	2
MANECCS in Russia	4
Teaching Corner	5
Call for Papers - Colloquium	13

## Announcement

A MANECCS Membership Meeting will be held at the ACSUS Biennial Conference, Tuscany Suites, Las Vegas, NV. The meeting will be held on Friday, October 20th from 8:00-9:00am in the Rotunda room.

## Bob Timko on Radio

On May 19, 2017, Bob Timko was featured on Artist First Radio to discuss Egerton Ryerson, Canadian philosophy and education, and political partyism, then and now.

You can here listen to the entire audio here:

[http://www.artistfirst2.com/ArtistFirst\\_Peter\\_Chiaramonte\\_2017-05-19.mp3](http://www.artistfirst2.com/ArtistFirst_Peter_Chiaramonte_2017-05-19.mp3)

The interview also contains information on how Timko, a long time member of MANECCS, became involved with Canadian Studies.



### **A New Experience in Teaching Canadian Studies -- Bob Timko**

In January 2017, I began to teach what has become a series of courses on Canada at the Osher Lifelong Learning Institute at Temple University Center City Philadelphia. The Institute has 1300 members who take courses on various topics from self-help through literature, politics, history, economics, philosophy, film studies, and music. Teachers are volunteers who are members of the Institute. The program is open to people 50 years and older. A majority of the courses are walk-in, which means "students" choose the course they wish to attend on a daily basis and just sign-in. There is no requirement to stay with a course for an entire semester. Topics for each class meeting are posted to members the week before the class occurs. When attendance goes beyond 50 students, the Institute makes arrangements to simulcast the class.

My first offering was a 12-week course called "Canada: Getting to Know Our Northern Neighbor." The course began with a discussion of why Americans should study Canada with reasons coming from the historical, economic, and cultural links that Canada has with the United States and with Pennsylvania in particular. Subsequent topics included a discussion of historical events which helped shape Canada's identity, paying close attention to events which Canada shared with the United States. As the term went forward, we looked at bilingualism and multiculturalism, Canadian Parliament and political processes, the history and status of the Canadian Welfare net, Canadian health care and the Canada Health Act, Canadian literature, the fine arts, emphasizing painting, music from orchestral to jazz and pop, and Canadian theatre. In the final weeks, we looked at sports and popular culture, the Canadian economy and foreign policy, and concluded with a brief survey of Canadian philosophy. Attendance at each of the 12 sessions Ranged from 3 to 76 with the average somewhere in the mid 40s.

Teaching the class was a learning experience for me both in terms of pedagogy and content. I was continually surprised by the questions and by the particular topics the students wanted to examine more closely. Some of the more interesting questions concerned such things as the homicide rates in Canada, Canadians seeking health care in the U.S., Canada's nuclear capabilities, Canada falling into second place in trade with U.S., gun control in Canada, and the status of Syrian refugees in Canada, which some students wanted to compare to the "None to Many Question" during WWII. This latter topic gave me opportunities to discuss "The Wheel of Conscience" memorial, go more in-depth into the multiculturalism policies and even extended to a richer discussion of Canadian immigration policy. Some wanted a deeper discussion of the forced labor of Ukrainians in building Canada's national parks.



Other questions were about the Canadian claim to have first patented peanut butter, Canadian federal and provincial income tax structures, the legality of abortion and assisted suicide in Canada, how leaders of political parties are chosen, how voter registration occurs, voter turnouts, and how lists of eligible voters are maintained. There was also some strong interest in the roles of the Monarch and the Governor General, and the issue of "crown land," and "freehold." On sports, there was a strong interest in discussing the history of baseball in Canada. This is just a sample of the many rich discussions which occurred.

Given the interests expressed by the class, I found myself researching for teaching strategies and audio-visual supplements to our conversations. This was especially challenging when I attempted brief discussions of real estate law and federal-provincial social transfers. I found that using a microphone was not an option but a necessity since I have a tendency to move around as I talk. Teaching in a simulcast environment made me conscious of physical position in the classroom and how to adjust sound and visuals in two classrooms simultaneously.

Currently, I am offering a ten-week course called "The Canadian Novel: Survival, Place and Identity." The course began with a comparison of Margaret Atwood and Northrop Frye on themes in Canadian literature. I was surprised that 35 people attended the talk. This was followed by a talk on Hugh MacLennan and Gabrielle Roy, their biographies and literary styles. The remainder of the course will be close readings and analyses of *Two Solitudes* and *The Tin Flute*. I hope to use part of each remaining class to talk about the possibility of a national literature in Canada and the various binary oppositions which appear to be common in Canadian prose, viz, French/English, male/female, Canadian/American, urban/rural, mother/daughter, father/son, individual/community, etc.

Starting in September, I plan to offer a 10-week course called "Canadian Regional Identities: Nova Scotia and British Columbia." This course will look at the histories, peoples, economies, and cultures of Nova Scotia and British Columbia. Videos and short stories will be used to supplement our discussions.

In terms of history, we will look in depth at several events in each province which helped shape the identity of the province. We will then look at patterns of immigration and the presence of Native Canadian communities. This will be followed by an overview of the economic histories and current economic challenges of each province. Integrated in the course as a whole will be an examination of cultural traditions in each province, including music and theatre. Short stories and/or excerpts from novels and non-fiction will be used to illustrate these traditions. Two books will be used as a point of reference; Emily Carr's *Klee Wyck* and Alistair Macleod's *Island*.

**MANECCS in Russia**

Alexander Kubyshkin, a participant in several MANECCS meetings, presented a paper in St. Petersburg co-written with Bob Timko, a variation of a paper on Egerton Ryerson read at the MANECCS meeting in Niagara Falls in September 2014. Reports Kubyshkin: There were "About 30 papers, including some students. Director of US and Canada Institute Valery Garbuzov; the 1st Secretary of Canadian Embassy in Moscow Nickola Kim participated. Some speakers from Moscow, Volgograd, Chelabinsk, Tambov, Saratov, Bransk, Kazan made presentations. Besides them, the guests were from Kaunas, Laval, Université de Montreal. It was interesting that I asked people who heard or read about Ryerson to raise their hands - Nobody did. It was impressive but actually our article is the first one published about Ryerson in Russia."

As a result of the presentation, Alexander Kubyshkin was asked if he and Bob Timko would write a paper for a publication on international trends in Canada during the late 19th and early 20th centuries.

Congratulations to Alexander and Bob on the success of their paper, and drawing attention to Canadian studies in Russia!



## Teaching Corner

*With Claire Campbell*

Growing up, I pored over the Rand McNally road atlas on family trips. But for many of our students, way-finding means simply opening Google Maps on their phones. Next year, I'll be teaching a new course at Bucknell titled "Are We There Yet? The Politics and Meanings of Maps," team-taught with Diane Jakacki, our digital pedagogy coordinator and a scholar of early modern England. The class will explore the history, ideologies, and influence of cartography – the art, science, and politics of making and using maps. We will move from the medieval to the modern era, but we'll try to keep our gaze focused on northeastern North America. Topics include:

- Maps of Exploration and Expectation
- Indigenous Maps and Territories
- Maps as Promotion: Colonization and Settlement
- Mapping Riches: Harvest and Extraction
- Mapping Property
- Mapping Routes: Transportation, Space, and Time
- Mapping Landmarks: Place Iconography
- Literary maps
- Collections and Consumption: Maps as Commodities
- National Treasures: Maps in Popular Culture
- Mapping in Real Time: Coasts and Climate Change

We'll be drawing on historical geographers such as Anne Knowles, J.B. Harley, Graeme Wynn, Stephen Hornsby, Jeffers Lennox, Derek Hayes, and the contributors to [Historical GIS Research](#) in Canada. Diane is interested gazetteers and basic digital tools like georectifying (laying one map on top of another to look for distortions and changes); mine is reading maps for cues about environmental history. Here are some of the maps I'm excited to use about the Maritimes (and some useful links to online map archives):



1. [Passamaquoddy and Maliseet](#) place names in what is now Maine and New Brunswick, complete with a glossary of the meaning of the names and a useful reminder of indigenous territories apart from colonial boundaries.





Original in the John Carter Brown Library at Brown University

2. Vincenzo Coronelli, [Partie orientale du Canada ou de la Nouvelle France \(1689\)](#), a wonderful illustration of the maritime agendas of the early colonial period.

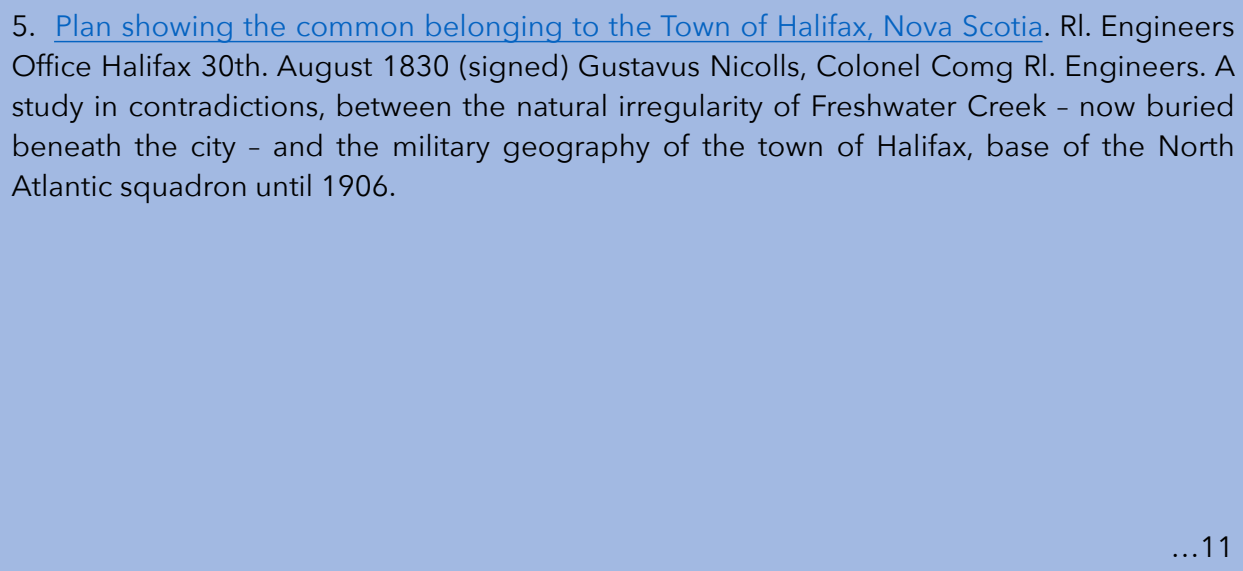


3. Emmanuel Bowen/Robert Sayer, [An accurate map of North America... \(ca. 1763\)](#), There is so much here! From the representation of Indigenous peoples in the cartouche to the number of indigenous territories, to the annotations from the various wars of the eighteenth century and the terms of the Treaty of Paris.





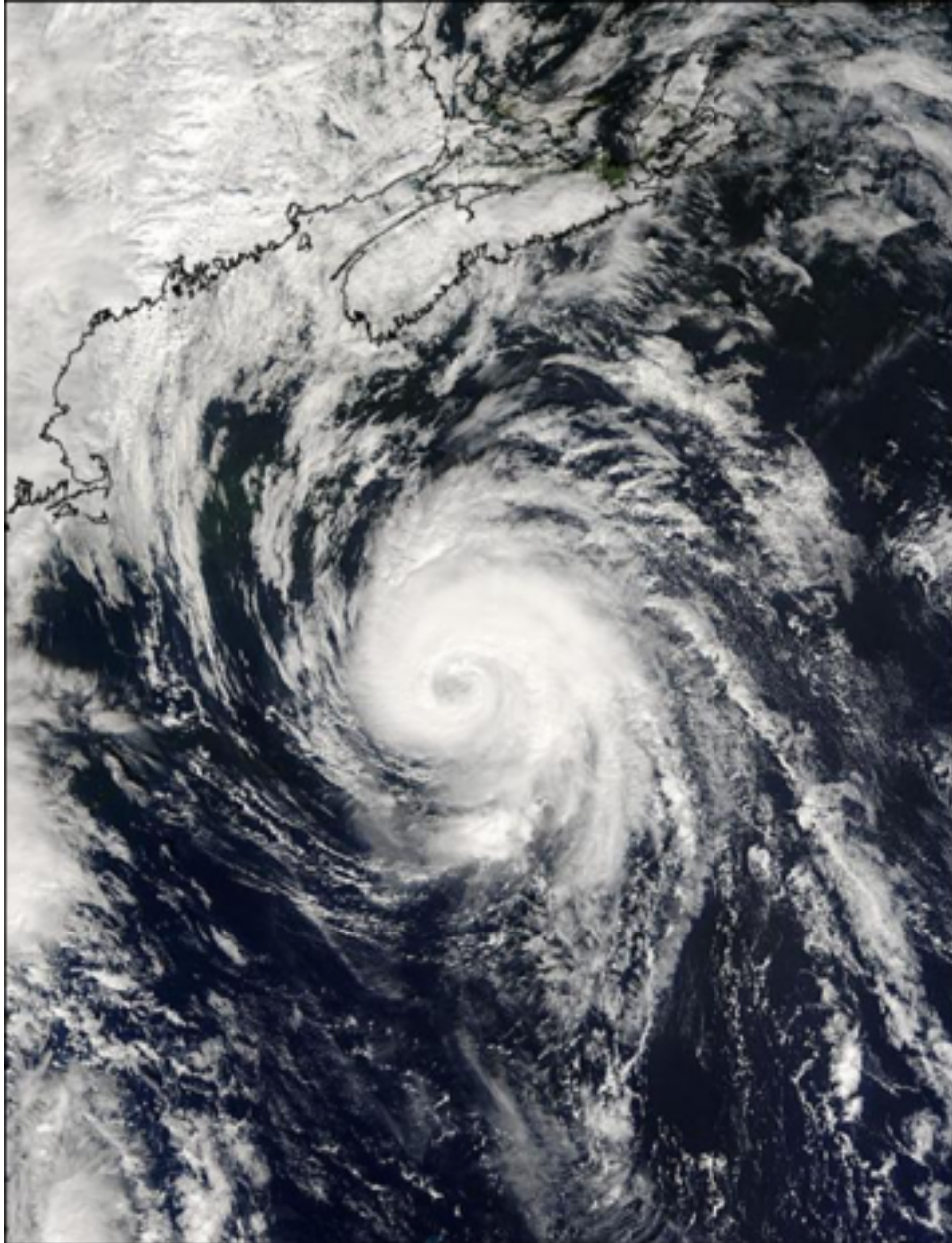
4. Jedidiah Morse, [Map of the Northern and Middle States \(1794\)](#), a hilarious attempt by the United States after Jay's Treaty to try to extend the borders of Maine nearly to the Gulf of the St. Lawrence.





6. [Official travellers' railway and steamboat guide](#) and tourists' hand book for Nova Scotia, New Brunswick and Prince Edward Island (August 1874), which also lets us talk about different modes of travel and different measurements of time and space.





*Postscript.* National Weather Service/[NOAA graphics](#) of Hurricane Juan (2003). A comment on the unpredictable weather generated by anthropogenic climate change.

Other References:

University of Toronto <https://mdl.library.utoronto.ca/collections/maps-atlases>

McGill <https://www.mcgill.ca/library/find/maps/hist> and <https://www.mcgill.ca/library/find/maps>

McMaster <http://digitalarchive.mcmaster.ca/islandora/object/macrepo%3A21508>

MUN <http://collections.mun.ca>




---

**Canada, the United States, and Indigenous Peoples: Sovereignty, Sustainability, and Reconciliation**

**CALL FOR PAPERS - COLLOQUIUM**

**Colloquium Dates: March 7-9, 2018**

**Proposals are due no later than October 31, 2017**

**Venue: Mauna Lani Bay Hotel & Bungalows**

Fulbright Canada, and the Center for the Study of Canada at the State University of New York College at Plattsburgh, in partnership with the University of Hawai'i at Mānoa, are pleased to announce the third in our annual Canada colloquium series. These scholarly colloquia are aimed at addressing critical contemporary social, political and economic issues of relevance to Canada, the United States, and the international community. Our 2018 colloquium sets out to examine a broad range of indigenous issues, and, in particular, those that affect indigenous persons in North America, including the far north and with special reference to indigenous persons in Hawai'i. The colloquium, entitled Canada, the United States, and Indigenous Peoples: Sovereignty, Sustainability, and Reconciliation, will be convened at the Mauna Lani Bay Hotel on the island of Hawai'i, from March 7-9, 2018. The colloquium will commence on the early afternoon of Wednesday, March 7 and conclude by 6 p.m. on Friday, March 9. Dr. Michael Hawes, CEO of the Foundation for Educational Exchange between Canada and the United States of America and Executive Director of Fulbright Canada, Dr. Christopher Kirkey, Director of the Center for the Study of Canada, and Dr. Denise Eby Konan, Dean of the College of Social Sciences, University of Hawai'i at Mānoa, will coordinate the colloquium. We enthusiastically invite submissions for scholarly papers, within a range of perspectives, from doctoral candidates, junior academics, established scholars, and working professionals from across the international community. The deadline for proposals is October 31, 2017.

The University of Hawai'i at Mānoa, founded in 1907, and located in beautiful Mānoa Valley just outside of downtown Honolulu on the island of O'ahu, is the site of the Daniel K. Inouye Center for Democratic Leadership (DKI Center), currently under development. The Center will advance public service leadership, democratic ideals, and...





...global awareness through visiting and resident experts, communications programs, seminars, public engagement programs, Congressional Archives, K-12 educational programs, exhibitions, fellowship programs and civic engagement initiatives. The colloquium is being organized within the spirit of the DKI Center initiative.

### **Background**

The colloquium, which is open to proposals with a significant Canadian, American, or Canada-U.S focus, seeks to explore a wide range of scholarly questions around the theme of Canada, the United States, and Indigenous issues. Disciplinary, multidisciplinary, and interdisciplinary scholarly inquiries dedicated to examining the relationships between Canada, the United States, or Canada and the U.S., Indigenous Peoples and complex issues surrounding sovereignty, sustainability, rights, and reconciliation – in an anthropological, cultural, economic, geographic, historical, literary, natural sciences, political or social context – are especially encouraged. In what ways can Canada or the United States be regarded as progressive and inclusive in their efforts to recognize, engage, and advance Indigenous Peoples and indigenous issues? What policies has Canada or the United States established and pursued over the past two centuries that have been designed to foster and expand societal inclusivity for Indigenous Peoples? Have there over time been notable variations, across issues and governments, in approaches toward inclusivity for Indigenous Peoples and how might these be explained? In other words, how might Canada or the United States be considered not to have embraced inclusivity? How have Canada and the United States failed to specifically address the needs of Indigenous Peoples communities? Which efforts have been most notable in institutionalizing and perpetuating the marginalization of Indigenous Peoples in Canada or the United States? Finally, how well placed and willing is Canada, or the United States currently positioned, to embrace issues fundamentally grounded in inclusivity (i.e., sovereignty, self-governance, reconciliation) – rather than exclusivity – for Indigenous Peoples as we move forward?

### **Interdisciplinary Scope**

The colloquium is broadly interested in submissions that directly explore questions relating, inter alia, to sovereignty and self-governance, truth and reconciliation, sustainable development and environmentalism, indigenous rights, health and human wellness, food security, traditional resource management, traditional forms of knowledge and culture, indigenous peoples in multicultural societies, and indigenous peoples in the international system. While we are open to proposals that cover a variety of issues relating to indigenous peoples, we are especially interested in the Arctic and the far north, and in issues relating to indigenous persons in Hawai'i. Submissions from scholars, students, and practitioners are all welcome.



### Colloquium Participation, Timing and Results

If you are interested in submitting a proposal for the colloquium, please forward an abstract, not to exceed 500 words, to the colloquium conveners. Your submission should clearly state the central argument of the proposed paper, set out the theoretical approach, identify the empirical evidence to be examined, and provide a working title for the paper. In addition, all submissions should include current curriculum vitae for the author or authors. Submissions should be sent electronically to the conference coordinators: (mhawes@fulbright.ca, [kirkeycj@plattsburgh.edu](mailto:kirkeycj@plattsburgh.edu), and [konan@hawaii.edu](mailto:konan@hawaii.edu)), not later than October 31, 2017. An academic panel will review all submissions, with decisions being made and individuals contacted not later than November 15, 2017. A maximum of 25 proposals will be accepted for the colloquium. At least two panels will be dedicated to scholarly presentations from University of Hawai'i at Mānoa faculty. Invited participants will be provided with detailed guidelines for their papers (length, format, footnote/reference style requirements, etc.).

Confirmed participants will be required to submit their draft contributions by February 15, 2018. We intend to circulate all of the papers to all of the contributors in advance - in late February 2018, thereby allowing each of the authors the opportunity to read the work of their colleagues. This colloquium is designed in such a way that we do not expect authors to 'present' their work in a traditional fashion. Rather, we are proposing that each author(s) prepare and deliver a formal evaluative commentary on another paper. This paper will be identified by the colloquium conveners, and worked out in consultation with the authors.

As a practical matter, each of the panel sessions will include a formal commentary followed by a brief response by the author for each of the papers, followed by a general discussion involving all of the participants. This model will allow us to keep the group small and focused and allow for maximum individual participation.

By the close of March 2018, contributors will be provided with a formal written evaluation/analysis of their contribution, reflecting the comments and suggestions of your assigned commentator as well as those of the colloquium coordinators, Drs. Hawes Kirkey, and Konan. Contributors will have until May 31, 2018, to undertake any revisions and to electronically re-submit their papers. Selected proceedings from the colloquium will be edited (by Hawes, Kirkey and Konan) and published as a special thematic issue of the *American Review of Canadian Studies*, the peer-reviewed, multidisciplinary journal of the Association for Canadian Studies in the United States (ACSUS).

The *American Review of Canadian Studies* is a refereed, multidisciplinary, quarterly journal. Published by the Association for Canadian Studies in the United States (ACSUS), the *American Review of Canadian Studies* examines Canada and the Canadian point of view from an American perspective. Its articles--both interdisciplinary and disciplinary...



...explore Canada's arts, cultures, economics, politics, history, society, and environment, recognizing Canada's distinctive position in the world. ARCS is indexed in ABC-CLIO, America, History and Life, Bibliography of the History of Art, Canadian Periodical Index, EBSCO, Historical Abstracts, International Bibliography of Periodical Literature in the Humanities and Social Sciences (IBZ), International Bibliography of Book Reviews of Scholarly Literature in the Humanities and Social Sciences (IBR), MLA Bibliography, PAIS (Public Affairs Information Service), Proquest and Scopus.

The editors further anticipate publishing a larger number of essays from the colloquium as an edited scholarly book.

### **Colloquium Support for Participants**

To facilitate involvement in this project, Fulbright Canada, the Center for the Study of Canada, and the University of Hawai'i at Mānoa, are pleased to be able to provide colloquium participants the following support:

- afternoon break, and an opening evening reception focused on Hawaii's indigenous heritage and culture, on Wednesday, March 7, 2018
- breakfast, morning/afternoon breaks, and lunch - Thursday and Friday, March 8 and 9, 2018
- hotel lodging at the Mauna Lani Bay Hotel & Bungalows for four nights (arrival March 6 and departure on March 10)
- an honorarium of \$300.00 to help offset travel expenses

Please note that the conference organizers are currently organizing two post-colloquium off-site activities for Saturday, March 10 and Sunday, March 11. The first includes visiting the Kohala Institute (<http://kohalainstitute.org/>), while the second involves an educational excursion of the summit of Mauna Kea, site of the Canada-France-Hawai'i telescope. More information on these activities will be forward to participants selected for the colloquium.

We trust that you will agree that this is an exciting initiative. We encourage you to contact us with any inquiries you may have. We look forward to receiving your proposal!