

## Schedule

You are expected to come to lecture-discussions and workshops prepared to discuss the assigned readings that have been set for each week. This means that when you come to each day's class, you should have read all the materials assigned for that week.

The following schedule is meant to give you a guide for your weekly readings. Should we need more or less time on a given text, we will be flexible in order to give the class enough time to discuss the material.

You should expect that homework for this course will take about an hour a day. Some weeks it will take more.

### 10 am to 2 pm with lunch provided

Week	Main Themes and special notes	Video/Visitor/Visits	Workshop	Reading due today
1. Sept 15	Introduction to the concepts of the class, our methods for discussion, and the various forms of expression we will be studying in the coming weeks: history, memoir, photography, poetry, drama, visual art.	Video: <b>The People and the Bay</b>	Introduction to student support team; early thoughts on project possibilities – students explore whether they will wish to work individually or in a group.	

Week	Main themes and special notes	Video/Visitors/Visits	Workshop	Reading due today
<b>2. Sept 22</b>	Archives and the making of history: where and how to find source materials, primary versus secondary sources.	Visitors: Nancy Bouchier and Ken Cruikshank, <b>The People and the Bay</b>	Discussion of readings; early discussion of project possibilities; formation of groups if students wish to work in groups.	<b>Hamilton: A People's History</b> , chapters 1 - 4 (pages 9 - 82)
<b>3. Sept 29</b>	How to make history memorable: using drama to tell community stories	Visitors: Graduates from last year's Voicing Hamilton class	Visit: History and Heritage, 165 James St. North	<b>James Street, a play</b>
<b>Oct 6</b>	<b>No class - Thanksgiving</b>	<b>Long Weekend</b>	<b>No class - Thanksgiving Long</b>	<b>Weekend</b>
<b>4. Oct 13</b>	The interrelation of illustration and text in graphic novels and memoirs; structuring a story. <b>Note: Project Plan due Oct 20</b>	Visitor: Tings Chak, author of <b>Where the Concrete Desert Blooms</b>	Interviewing, illustrating, and writing techniques; development of project plans; discussion of readings	<b>Where the Concrete Desert Blooms</b> (entire book, it's very short)
<b>5. Oct 20</b>	Reading photographs, how a series of photos becomes an "essay," the compression and associative techniques of poetry. <b>*Project plans due today</b>	Visitor: Frances Ward who published <b>Road Work Ahead</b>	Development of project plan due next week; consideration of various photography or video projects (e.g. photo-voice, Hamilton 365).	<b>Road Work Ahead</b> (entire book, it is mostly photographs; read poems on p. 8, 10, and 30 with special attention)

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6. Oct 27	Writing Memoir, writing place, and the role of the environment	Visitor: John Terpstra	Discussion of readings; consideration of resources for learning about environment	<b>Falling Into Place</b> , pp. 7-50.
7. Nov 3	Discussion of how history is assembled: who collects and preserves it, the choices in writing about it, how to pay attention to the land and environment.	Possible visit to the Hamilton Public Library Archives and/or History and Heritage shop front gallery on James St. North.	Working through feedback on project plan.	<b>Hamilton: A People's History</b> , chapters 5 – 7 (pages 82 – 155)
8. Nov 10	Making history memorable, part II	Visitor: Ronald Weihs, playwright: in class reading/performance of play, <b>James Street</b>	Working through feedback on project plan; work on final project with student support team	<b>Review of James Street, a play</b>
9. Nov 17	"Official" history (political, military, etc.) vs. social history.		Work on final project with student support team.	<b>Hamilton: A People's History</b> , chapters 8 & 9 (pages 156-188)

Week	Main themes and special notes	Video/Visitor/Visits	Workshop	Reading due today
10. Nov 24	Writing memoir, writing place and the role of environment.		Work on final project with student support team	<b>Falling Into Place</b> , pp. 59-107.
11. Dec 1	Oral Poetry Form: Dub Poetry	Visitor: Klyde Broox	Work on final project with student support team	
12. Dec 8	Presentations/exhibition of final projects			
Dec 15	<b>Graduation at McMaster</b>			