

# OGÓLNOPOLSKI KONKURS WIEDZY O KANADZIE

## „DISCOVER CANADA 2018”

### III ETAP – FINAŁ

**12-13 kwietnia 2018 r. w ŻORACH**

Finał konkursu składa się z dwóch części; uczniowie odpowiadają na pytania/ zagadnienia konkursowe oraz przedstawiają prezentację multimedialną przed Komisją konkursową, na zasadach akademickich (niepublicznie).

1. Egzamin ustny – uczeń odpowiada na 2 wylosowane pytania.
2. Prezentacja multimedialna na temat: „**The role of museums and galleries in the representation of Canada**” (10 minut).

Najlepsza prezentacja zostanie, po ogłoszeniu wyników, powtórzona przed publicznością.

W przygotowaniu do konkursu pomogą uczniom materiały z podanej wcześniej bibliografii oraz sugerowanych stron internetowych (również z poprzednich lat konkursu), jak też inne wiarygodne źródła.

Zakres materiału wymagany do przygotowania prezentacji jest podany wraz z pytaniem poniżej.

### OGÓLNOPOLSKI KONKURS WIEDZY O KANADZIE „DISCOVER CANADA 2018” Prezentacja multimedialna

#### The role of museums and galleries in the representation of Canada

Museums and galleries render the uniqueness of Canada; they reflect and build the country's past, present and future, as well as its cultural, political, social, and visual heritage. They provide Canadians with a sense of identity and pride; they also explore difficult moments in Canada's heritage and inspire Canadians to critically reflect on them.

In this presentation you are expected to investigate the ways in which Canadian identities are constructed and negotiated in museums and galleries of this country. Consider briefly some of the following questions, depending on the aspect of the topic you select to discuss:

- What is the role of museums and galleries in the construction of Canadian identities?
- Are these institutions sensitive to changing notions of race, ethnicity, class, and gender? Are they sites of inclusion or exclusion?
- Which cultures have been historically marginalized or misrepresented in Canadian museums and galleries? How do they feature in current exhibitions?
- Do museums and galleries listen to the voices of diverse Canadian communities wishing to participate in the construction and negotiation of the official identity politics?
- Are you aware of any exhibitions in Canada that provoked an outcry?
- What are the major signifiers of Canadianness represented and / or constructed by museums and galleries in 21st century Canada? Are they connected with ideas related to nature, northern landscapes, the Indigenous population, diverse groups of settlers, exiles and migrants, be they the dominant or minority cultures, or rather to the select historical and cultural narratives/ events recognized by the mainstream as important for the country?

Select TWO Canadian museums and ONE gallery, and visit their online exhibitions, including archives, if they are available. Choose projects which you consider most characteristic or successful in defining or constructing contemporary Canada. Pay attention to the display methods, ideas, and agendas of the curators and /or the museums and galleries you decide to explore, and reflect on their role in the representation of Canada in 2018. In your analysis you are requested to refer to at least TWO critical essays from the list provided below. You are also encouraged to consult other scholarly publications on the topic of your choice.

### **CRITICAL ESSAYS**

*[artykuły nie posiadające linku zostaną przesłane mailem do nauczycieli]*

Moira McLoughlin (1993) "Of Boundaries and Borders: First Nations' History in Museums," *Canadian Journal of Communication*, [S.l.], v. 18, n. 3

<http://www.cjc-online.ca/index.php/journal/article/view/761/667>

Anne Whitelaw (2006) "Placing Aboriginal Art at the National Gallery of Canada," *Canadian Journal of Communication*, [S.l.], v. 31, n. 1

<http://www.cjc-online.ca/index.php/journal/article/view/1775/1897>

Liv Valmestad "Prairie Prestige"

<http://libguides.lib.umanitoba.ca/c.php?g=514422&p=3533584>

Ashley, S. (n.d.). "FIRST NATIONS ON VIEW: Canadian Museums and Hybrid Representations of Culture," 31-40.

<http://www.yorku.ca/etopia/docs/conference/Ashley.pdf>

Melissa Aronczyk, Miranda J. Brady (2015) "Branding History at the Canadian Museum of Civilization," *Canadian Journal of Communication* Vol 40, 165–184

Ruth B. Phillips and Mark Salber Phillips (2005) "Double Take: Contesting Time, Place, and Nation in the First Peoples Hall of the Canadian Museum of Civilization," *American Anthropologist*, Vol. 107, No. 4, pp. 694-704

Nadine Blumer (2015) "Expanding Museum Spaces: Networks of Difficult Knowledge at and Beyond the Canadian Museum for Human Rights," *Review of Education, Pedagogy, and Cultural Studies*, 37:2-3, 125-146

David Dean and Peter E Rider (2005) "Museums, Nation and Political History in the Australian National Museum and the Canadian Museum of Civilization," *Museum and Society*, 3 (1), 35-50

Anthony Shelton (2007) "Questioning locality: the UBC Museum of Anthropology and its hinterlands," *Etnográfica*, vol 11 (2), 387-406

Nakamura, Naohiro (2012) "The Representation of First Nations Art at the Art Gallery of Ontario," *International Journal of Canadian Studies*, (45-46), 417–440.

### **General sites on Canadian museums and galleries**

<https://www.canada.ca/en/services/culture/cultural-attractions/museums-galleries.html>  
<https://www.canada.ca/en/canadian-heritage/services/museums-galleries-capital.html>  
<https://us-keepexploring.canada.travel/things-to-do/learning-coast-coast-15-best-canadian-museums?platform=hootsuite>  
<http://www.thecanadianencyclopedia.ca/en/m/article/art-galleries-and-museums/>  
<http://www.thecanadianencyclopedia.ca/en/m/article/national-museums-of-canada/>  
<http://www.thecanadianencyclopedia.ca/en/m/article/museum-policy/>  
<https://canadianart.ca/features/whats-the-future-of-canadas-museums/>

### **Canadian museums**

<https://www.vancouvermaritimemuseum.com/>  
<https://www.royalbcmuseum.bc.ca/>  
<http://moa.ubc.ca/>  
<https://www.mcq.org/en/>  
<https://slcc.ca/>  
<http://haidaheritagecentre.com/>  
<https://www.umista.ca/>  
<http://www.pier21.ca/home/>  
<http://www.exporail.org/en/welcome-to-exporail/>  
<https://ingeniumcanada.org/scitech/index.php>  
<http://www.warmuseum.ca/>  
<http://www.tyrrellmuseum.com/index.htm>  
<https://levillage.novascotia.ca/>  
<http://www.virtualmuseum.ca/home/>  
<https://www.canoemuseum.ca/>  
<http://shmc.ca/>  
<http://web1.bccnswb.com/>  
<http://museeholocauste.ca/en/>

<https://humanrights.ca/>  
<http://www.historymuseum.ca/>

**Canadian galleries:**

<https://www.gallery.ca/>  
<https://ago.ca/>  
<http://www.vanartgallery.bc.ca/>  
<https://www.artgalleryofnovascotia.ca/>  
<https://www.youraga.ca/>  
<http://www.thecanadianencyclopedia.ca/en/m/article/national-gallery-of-canada/>  
<http://www.mackenzieartgallery.ca/engage>  
<http://artgalleryofguelph.ca/>  
<https://audainartmuseum.com/>

**OGÓLNOPOLSKI KONKURS WIEDZY O KANADZIE  
„DISCOVER CANADA 2018”  
Zagadnienia do egzaminu ustnego**

1.	Discuss the changing notions of Canadian nationhood as constructed by politicians.
2.	Reflect on the historically changing notion of Canadian citizenship, its restrictions for specific groups of immigrants and modified eligibility rules, including the most recent reforms in view of rising terrorism and militarization of the world.
3.	Discuss the position of the current Canadian government on the climate change and environment.
4.	Discuss the role of heritage sites in the process of constructing Canadian identity and values. Choose two heritage sites that you consider most crucial for this process.
5.	Discuss the role of geography in the formation of Canadian identity. Reflect on the statement that “Canadianness was defined by way of northerness and wilderness.” Consider the attitudes of Indigenous people to nature and contrast them with the dominant culture perceptions of the natural habitat.
6.	What is the significance of the Multiculturalism Act of 1988-Bill 93, the Act for the Preservation and Enhancement of Multiculturalism in Canada, in the history of evolving Canadian nationhood?
7.	How do the Indigenous and European worldviews differ from each other? Discuss three chosen aspects from both points of view.
8.	Discuss selected contributions of Indigenous people to the culture of Canada (e.g. artists, filmmakers, writers, etc.). Choose two examples.
9.	What is an Indian Act? What kind of impact does it have on the lives of Indigenous peoples in Canada? What does the Idle No More Movement and the Truth and Reconciliation Commission of Canada tell us about the present state of dialogue between both cultures?
10.	Discuss the changing immigration policies of Canada and show whether they correspond with the changing notions of Canadian nationhood.
11.	Canada’s strong presence in the Arctic today is due in large part to the contributions of the Inuit, who continue to inhabit the North. Show the contributions of the Inuit people to the culture of Canada (film, literature or music).
12.	Discuss the representation of Indigenous people (images of “Indians”) in popular culture.

13.	Several Canadian universities have strategic plans to “Indigenize the Academy”. What does the process involve and how it effects the post-secondary education? Do you think that Polish universities should consider such initiatives?
14.	Discuss the reasons behind the Confederation of July 1st 1867.
15.	Name and analyze the main causes of the Great Depression in Canada?
16.	Discuss the importance of the Fraser River both for the survival of First Nations and the settlement of the watershed by European settlers.
17.	Identify and discuss crucial social and economic changes in Canada during the Great Depression and explain their influence upon Canadians and immigrants.
18.	The arrival of Europeans and their conviction of superiority of European culture had an influence on Indigenous peoples. One of the aims of white settlers was to “civilize” and assimilate Aboriginal people into dominant white society. Discuss the practices aimed at indigenous people used by white settlers to achieve their goal.
19.	Discuss the contributions of a selected minority group in Canadian culture (African, Chinese, Japanese, Polish, German, Mennonite, etc.). You can choose to discuss the accomplishments of politicians, scientists, artists, etc.
20.	Discuss the myth of heroic, benevolent and upright Mounties as it was constructed in popular Canadian literature and film. What features of Canadianness do the RCMP officers reveal in the dominant culture representations of the police force?
21.	Some critics claim that small Canadian towns represented the Canadian nation in miniature. Do you agree with such a statement with reference to Lucy Maud Montgomery’s writing? Does the writer represent a broad spectrum of immigrants to Canada? What are the ethnic, religious and cultural groups she examines in her writing? Is multiculturalism of Canadian society an important part of her texts?
22.	Residential schools in Canada were perceived by the Canadian government as a tool of civilizing the Aboriginal population. Discuss the problem of residential schooling and its legacy.
23.	Why is WWI considered to be one of the most significant events in Canadian history?
24.	Discuss the role of heritage sites in the process of constructing Canadian identity and values. Choose two heritage sites that you consider most crucial for this process.
25.	Discuss the problem of distinctiveness of Canadian music. Choose two examples to explore the topic.

### **DISCOVER CANADA - GENERAL QUESTIONS**

One set of questions will relate to various aspects of Canadian culture, geography, literature, arts, politics, film, music, etc. which the candidate finds most interesting / attractive / appealing. For instance:

Which Canadian city, region, province, territory, politician, historical figure, artist, writer, filmmaker, film, actor, painter, painting, musician, composer, singer, sportsman, etc. do you find most important/ engaging / interesting/ impressive/ appealing / compelling, when you look at them as representing/ constructing/ challenging or questioning selected narratives/ mythologies of Canadianness? Candidates are expected to show an awareness of the changing nature of national narratives.

Substantiate your response with a brief description of distinctive features of your selection and fully justify the reasons for your choice. Candidates are not required to possess a detailed knowledge of facts to support their opinions but will need to demonstrate critical thinking skills in the process of justifying them.

Examples of questions:

- Name your favourite Canadian historical figure and show his/her role in the history of building /shaping Canadian values.
- Discuss a selected Canadian film or the work of a filmmaker that made the biggest impression on you and show how it inscribes itself in the project of Canadianness – either constructing or questioning it.
- What Canadian writer does appeal to you the most and why? Why would you recommend his / her writing to your friend? What is Canadian about the writing? Does this question relating to nationhood matter at all?