

HISTORY 9800F/9801G
PUBLIC HISTORY - THEORY, HISTORY & PRACTICE
PUBLIC HISTORY GROUP PROJECT

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Office Hours: Tues. 2:30-4:00 (fall)

Office Hours: Thurs: 11:00-12:30 (winter)

Classes: Fall term, Tues. 11:30-2:30

Winter term, Thurs. 12:30-3:30

Room 4317 SSC/4327 SSC

Course Description

This graduate seminar course examines history as it is interpreted for and understood by the public, including:

- **Public history theory:** History in the public sphere deals with such issues as authenticity, commemoration, 'imagined communities,' invention of tradition, museums as contested places, colonialism and culture, historical designation and preservation, heritage tourism, cultural legislation, public policy, cultural (mis)representation, ethics, gender, historical landscapes, education vs. entertainment, and social memory and interpretation.
- **The history of public history:** This includes an examination of the establishment of museums, archives, the parks system, provincial and federal government bodies, and the individuals key to their development.
- **The practice of public history:** With the aid of some practical readings, guest speakers, workshops, and of course the group project(s), students will learn the methods and skills practiced by public historians today.

We meet weekly for 3 hours to discuss assigned readings, hear guest speakers, and participate in workshops. Some classes will be or include meetings with your group project co-ordinators and will not necessarily take place in the classroom. The third hour will mostly be used for our Professional Development speakers and in-house group project meetings, if needed, throughout the semester. Some PD speakers may be on slotted on other days when their schedules conflict with ours.

Course Objectives

These courses aim to provide students with:

- A sense of the theory and history of public history;
- An understanding of the main avenues for practicing public history;
- A broad range of the different skills that public historians use to practice their craft;
- A familiarity with some of the major issues public historians face in their work;
- A familiarity with the legislation relevant to public history;
- An ability to examine critically public presentations of history;
- Contacts with practicing public historians.

Readings

There are no texts to be purchased. The list of required readings is attached. Many can be found in

online journals accessible through the library catalogue (**LC**), the directory of readings on the department website (**DR**), in the Weldon periodical stacks (**P**) or in various other spots as noted below. If you prefer to read non-digital copies, most of the journals and the books below are available in the Weldon library. I likely have most of them as well and you may borrow them from my office. The directory of readings is located at <http://history.uwo.ca/gradstudy/9800/readings/>
The user name is uwoph and the password is repository. Note: Some DR excerpts are longer than you are required to read. Please check page numbers carefully.

Course Assignments & Evaluation

Fall 2009

Participation (discussion, blogging, workshops, PD seminars) (Individual mark)	40%
City of London Heritage Project Part I (Individual mark)	20%
Group Project (Group mark)	
Bibliography	20%
Draft Proposal	20%

Winter 2010

Participation (discussion, blogging, workshops, PD seminars) (Individual mark)	25%
Writing for the public assignment (Individual mark)	15%
City of London Heritage Project, Part II	10%
Material Culture Workshops (Individual Mark)	10%
Group Project	
Revised Proposal	10%
Final Product	30%

Statement on Academic Ethics and Academic Dishonesty:

Students are reminded that they should read and comply with the university's position on academic ethics and academic dishonesty. Plagiarism and submission of work that is not one's own or for which previous credit has been obtained are examples of academic dishonesty.

Due Dates and Late Penalties:

Your assignments are due on the listed dates. Penalty for late assignments is 2% each day (including Saturdays and Sundays) after the due date. Assignments must be handed to the instructor. Extensions may be granted if legitimate circumstances are presented by the student to the instructor well in advance of the due date. Poor work planning (such as "I have XX other papers due") is not grounds for an extension. There will be no exceptions unless students provides medical documentation.

Participation

Course participation will take several forms. First, each student is expected to have read and digested the assigned readings and participate fully in class seminars. Second, each student is expected to participate in all workshops and Professional Development seminars; these have been designed to offer you hands-on experience and practical advice about entering the public history field. Third, each student is expected to participate fully in group homework that extends outside of workshops and class time. Lastly, students may also blog about their readings for this course using

the blogs set up for the Digital History course.

Participation Rubric

Participation will be marked each week and then averaged at the end of each term. You may come and see your weekly marks at any time throughout the term.

Poor (1) Satisfactory (2) Very Good (3) Superior (4)

Preparation: Evidence shows preparation for the seminar

Initiative: Questions asked focus, clarify and summarize discussion.

Response: Quality of response reflects knowledge, comprehension and application of readings.

Discussion: Quality of response extends the discussion with peers and reflects analysis, synthesis and evaluation.

Assignments

Heritage District Planning Research Project

For this project, our clients are the City of London Heritage Planner and the London Advisory Committee on Heritage (LACH) who seek research and documentation to support the creation of a heritage district in the downtown Talbot and Ridout streets area. Each student will choose and research a building from a list provided by Don Menard, London Heritage Planner, and follow the documentation process required by the city in order to assess its historical or associative value, design or physical value, and/or its contextual value.

Weldon, ARCC, and the main branch of the London Public Library have an excellent selection of local architecture books. City directories, censuses, fire insurance plans (ARCC), and newspapers are good places to start as well. ARCC also has the Durand, Tracy, Robinson, and Moore architecture company plans which may have designed some of these buildings, and the *London Free Press* photographic archives.

Don Menard will introduce us to the land registry office at City Hall.

Deliverables

- following the policy document provided by the city, produce a short report (approx. 3-5 pages) assessing the significance of your chosen building for inclusion in the heritage district planning process
- a 250 word statement which is suitable for a heritage plaque and/or part of a walking tour pamphlet for your chosen building
- a selection of historical and/or contemporary photographs which document the building and reinforce its significance
- a 5-8 minute presentation of your building's significance to Don Menard and representatives of LACH during which you will receive feedback for revision
- a final product to be used in the heritage district designation process and possibly a walking tour pamphlet

After the written text and visuals have been finished, there will be two additional products:

- Don Lafreniere of the Geography department will be making us a website to feature our work.
- You will create and install an exhibit using your short statement and visuals for the Schweitzer gallery in ARCC.

Timeline

Consultation with John Lutman, ARCC	October 6, 2009
Initial consultation with Don Menard and visit to the land registry office at city hall	October 27, 2009
Additional on-campus seminar on built heritage, sites and designation	November 3, 2009
Presentation of report to Don Menard and LACH representatives	November 24, 2009
Final report due	January 7, 2009
Exhibit for ARCC installed	Mid January, 2009, depending on ARCC's schedule

Writing for the Public

Prof. Jonathan Vance will lead a workshop on writing for the public. After this seminar, students will revise this or choose another topic on a historical matter, for one of three venues:

- The *London Free Press* Heritage Article Series, coordinated by the London Heritage Council www.londonheritage.ca/about_us.html
- The History News Network <http://hnn.us/>
- The feature article section of *The Beaver*, the journal of Canada's National History Society, or its website article section www.historysociety.ca/

Clearly each venue and its audience is different so choose your topic with this in mind. It is also recommended that you read over past articles to get a sense of what each publishes and also to see if your chosen topic will be new to the audience. You will be graded, of course, but you will also submit your article for publication. Publication is not guaranteed but rather based on the selection process of each venue.

I have some samples of the *LFP* articles and also some suggested topics from the Heritage Council. The *Beaver* is in Weldon and online.

Timeline

Workshop with Prof. Vance	January 21, 2010
Consultation with CNHS representative	January 21, 2010
Submission deadline for grading	April 23, 2010

Material Culture Workshops

We will have two workshops in the winter semester to begin cataloguing the J.P. Metras Sports Museum collection. Each student is responsible for cataloguing 10 artifacts, to be finished outside of class if necessary. You may submit this assignment whenever you are finished but the final date is April 23, 2010.

Timeline

Workshop	March 4, 2010
Workshop	April 8, 2010
Cataloguing due	April 23, 2010

Group Project EcoKids and NiCHE: Request for Curriculum Design

EcoKids and the Network in Canadian History and the Environment (NiCHE) welcome submissions for curriculum plans for Grades 3-8 based on the Ontario curriculum.

Our Partners

EcoKids www.ecokids.ca

EcoKids is a multi award-winning program which has provided environmental education resources for 15 years for kids, families and teachers across Canada. These resources include curriculum-linked lesson plans, teacher resources, blogs, contests, games and other activities. Currently, over 12 000 teachers use the EcoKids website.

EcoKids will meet with us in early September, and also provide curriculum design assistance both in person and via the project wiki throughout the year.

NiCHE <http://niche-canada.org>

NiCHE is a Social Sciences and Humanities Research Council funded network which brings together over 400 international researchers interested in Canadian environmental history and historical geography with policy makers and the general public. NiCHE seeks to disseminate

knowledge of environmental history to a wide audience through a variety of media, including print, audio and video.

The network will promote the project via its website and newsletter, and archive the UWO Public History class work so that students can point to the publicity as part of their portfolio. Where needed, NiCHE can provide direction and expertise from our network of researchers. The NiCHE “Digital Infrastructure”, a core project of the network, will provide a wiki for students to discuss themes and store materials. EcoKids will also be able to access this wiki in order to assess progress and provide comments at each stage of the project.

The Project

Current EcoKids lessons focus on the science curriculum, and EcoKids is excited to broaden their offerings to themes in environmental and landscape history. Themes must be associated with the goals and topics laid out in the Ontario curriculum (see below).

Students will form three groups and design three separate curriculum plans. Lesson plans must be innovative, and include interactive assignments, hands-on student activities, lessons plans, and teacher resources. The Ontario curriculum stresses the use of primary sources as early as the Grade 3 level. Therefore each lesson plan must include significant use of such sources (defined broadly as photographs, sketches and other art media, artifacts, maps, diaries, letters, sound recordings etc.) both as visuals and as ways to learn about the past. Permission for these materials must be obtained from relevant archives and publishers.

EcoKids and NiCHE will have final say whether each curriculum plan will be mounted on their website.

Ontario Curriculum

The main page is here: <http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies.html>.

See also:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies18curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies12ex/>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies34ex/>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies56ex/>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies78ex/>

Wiki

Our wiki is set up here: <http://uwo-public-history.wikispot.org/>. It is important to keep this site up to date so that EcoKids and NiCHE can monitor and advise our project at all stages.

Deliverables

1. Annotated secondary bibliography and potential primary source collections
2. Draft proposal with revised bibliography, themes/sections, activities, and primary sources outlined and identified
3. Revised draft of proposal with written text, layout and design, activities, and final choices of visuals and primary sources
3. Budget for scanning digital material, supplies, and any other costs

4. Permissions for use of visual materials
5. Final curriculum design

Timeline

Initial meeting with EcoKids and NiCHE representatives	September 22, 2009
Archives Workshop at ARCC	October 6, 2009
Annotated bibliography and potential source collections due	November 3, 2009
Draft proposal due	December 8, 2009
Feedback from EcoKids and NiCHE	January 5, 2010
Revised proposal due	February 11, 2010
Feedback from EcoKids and NiCHE	February 23, 2010
Budget due	March 4, 2010
Final curriculum plans due Permissions for visual material	April 16, 2010

Metcalf Guest Speaker Series

As part of History 9800/01, attendance is mandatory. Speakers will generally visit during class time, in the third hour, but may be scheduled at other times depending on their schedules.

October 20th, 2009

Public History Internship Workshop, with Meaghan Nelligan, Lambton County Fellowship; Tim Compeau, PhD Candidate, UWO; Alex Pitt, Case Coordinator for the Conservation Review Board of the Ontario

October 22nd, 2009

Oral History workshop, led by Heather George, Hamilton Museum of Steam and Technology

October 27th, 2009

Don Menard, City of London Heritage Planner

November 10th, 2009

Fraser Dunford, Executive Director, Ontario Genealogical Society

November 19th, 2009

Sean Stoyles, Senior Researcher, Canadian Development Consultants International; Jill Patterson, Program Coordinator, The Memory Project, Dominion Institute; Chris Tait, Policy Group, Department of National Defence (tentative)

January 14th, 2010

Mike Baker, Curator, Elgin County Museum

January 28th, 2010

Chris Andreae, Historica Research/Golder Associates

February 11th, 2010 Grant Writing Workshop

Nicole Drake, Secrets of Radar Museum, London

March 11, 2009 GIS Workshop

Don Lafreniere, Geography, UWO

March 18th, 2010

James Cullingham, Tamarack Film Productions

April 1, 2010

Neal Ferris, Lawson Chair in Archaeology

Course Schedule

Fall 2009

Week	Date	Topic	Notes
1	Sept. 15	Introduction	<i>Doors Open London</i> this weekend
2	Sept. 22	EcoKids/NiCHE consultation	
3	Sept. 29	'Academic' History, 'Public' History & 'Heritage'	
4	Oct. 6	Public History, the Environment & Landscape Archival Materials Workshop: at 1pm, we consult with ARCC staff about our projects	
5	Oct. 13	The History of Public History	
6	Oct. 20	Internships: Preliminary Thoughts	Led by Mike Dove; Guest speakers: Alex Pitt; Meaghan Nelligan; Tim Compeau
	Oct. 22	PD Seminar: Oral History & Ethics Workshop, Heather George, Hamilton Museum of Steam and Technology **From 3:30-5:30	This evening is the alumni/new students get-together at the Grad Club
7	Oct. 27	Designation & Preservation: Sites and Built Heritage I/ PD Seminar We meet with Don Menard, City of London Heritage Planner to discuss the challenges of the career, and also to begin the heritage designation assignment.	Class will be held at City Hall.
8	Nov. 3	Designation & Preservation: Sites & Built Heritage II **Group Project Bibliography due	
9	Nov. 10	Heritage & Cultural Tourism PD Seminar: Fraser Dunford, OGS	

10	Nov. 17	Material Culture Workshop I	
	Nov. 19	PD Seminar: Chris Tait, DND (tentative); Sean Stoyles, CDCI; Jill Patterson, Dominion Institute **3:30-5:00	
11	Nov. 24	Heritage Designation Meeting **Designations presentations	
12	Dec. 1	EcoKids/NiCHE Group Project Meeting	
13	Dec. 8	Gender & Public History **Draft Proposal Due	

Winter 2010

Week	Date	Topic	Notes
1	Jan. 7	Group Project Meeting **Revised heritage designation reports due	To discuss EcoKids/NiCHE feedback
2	Jan. 14	History & Technology I PD Seminar: Mike Baker, Curator, Elgin County Museum	
3	Jan. 21	History & the Media Writing Workshop Followup: Mark Reid, Editor of the <i>Beaver</i>	Led by Prof. Vance who will provide details a few days before
4	Jan. 28	Celebration, Commemoration & Nation Building PD Seminar: Chris Andreae, Historica Research/Golder Associates	
5	Feb. 4	Group Project Meeting	

6	Feb. 11	Internship Workshop II PD Seminar: Grant Writing Workshop led by Nicole Drake, Secrets of Radar Museum **Revised Proposal due	
7	Reading Week Feb 15-19		
8	Feb. 25	Group Project Meeting	To discuss EcoKids/NiCHE feedback
9	Mar. 4	Material Culture Workshop II **Budget due	
10	Mar. 11	PD Seminar: History & Technology II: GIS Workshop, led by Don Lafreniere, Geography	
11	Mar. 18	History, Fiction, Film & Television PD Seminar: James Cullingham, of Tamarack Productions	
12	Mar. 25	Cultural Representation	
13	Apr. 1	Repatriation PD Seminar: Neal Ferris, Lawson Chair of Archaeology	
14	Apr. 8	Material Culture Workshop III	
	Apr. 16	**Group Project Due	
	Apr. 22	Earth Day	
	Apr. 23	**Writing for the Public assignment due **Cataloguing due	

Fall 2009

Week 1: Introduction

Introduction to the syllabus, the internship, and the group project.

Week 2: Group Project Meeting: Consultation with EcoKids & NiCHE

We meet with representatives from NiCHE and EcoKids, to determine their goals, audience and the requirements for successful curriculum design.

Preparation:

- Thoroughly browse the EcoKids website (you may login as teachers) and the NiCHE website.
- visit <http://uwo-public-history.wikispot.org/>, sign up and follow Adam Crymble's instructions

Readings:

The Ontario curriculum, paying attention to goals of the curriculum, teaching methodology and themes in Canadian history that might meet both EcoKids and NiCHE topical coverage.

The main page is here <http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies.html> but be sure to read the following:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies18curr.pdf>
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies12ex/>
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies34ex/>
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies56ex/>
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies78ex/>

Benchmarks of Historical Thinking, from *Historica* <http://www.histori.ca/benchmarks/>

Week 3: 'Academic' History, 'Public' History & 'Heritage'

What is 'academic' history? Public history? Heritage? Is public history distinct? Is it strictly audience, or are special tools and skills demanded? Can public history be practiced in the university? Who is/are our public(s)? Is there a difference between a 'professional,' 'public' or 'local' historian?

Preparation:

- Browse Canadians and their Pasts at <http://www.canadiansandtheirpasts.ca>

Readings:

Conrad, Margaret. "Public History and its Discontents or History in the Age of Wikipedia." *Journal of the Canadian Historical Association* 18, 1 (2007): 1-26. **(LC)**

Conard, Rebecca. "Facepaint History in the Season of Introspection." *The Public Historian* 25, 4 (2003): 9-24. **(LC)**

George, Gerald. "The Perils of 'Public' History." *Public History: An Introduction*. Ed. Barbara J. Howe and Emory L. Kemp. Malabar: Krieger, 1986, 20-8. **(DR)**

Lowenthal, David. "Heritage Ascendant." *Possessed by the Past: The Heritage Crusade and the Spoils of History*. Cambridge: Cambridge University Press, 1998, 1-30. **(DR)**

Rosenzweig, Roy and David Thelen. "The Presence of the Past." *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998, 15-36. **(DR)**

Week 4: Public History, the Environment & Landscape

What can a landscape tell a public historian? How do we balance interpretation with conservation? What values are inherent in conservation and 'natural' spaces? How can academics translate environmental history to the public?

In the second half, we consult ARCC staff about possible resources for our projects.

Readings:

Conard, Rebecca. "Spading Common Ground." *Public History and the Environment*. Ed. Martin V. Melosi and Philip V. Scarpino. Florida: Krieger, 2004, 3-22. **(DR)**

Clarke, Christopher. "Museums, the Environment, and Public History." *Public History and the Environment*. Ed. Martin V. Melosi and Philip V. Scarpino. Florida: Krieger, 2004, 127-38. **(DR)**

Glassberg, David. "Interpreting Landscapes." *Public History and the Environment*. Ed. Martin V. Melosi and Philip V. Scarpino. Florida: Krieger, 2004, 23-36. **(DR)**

Scarpino, Philip V. "The Creation of Place Over Time: Interpreting Environmental Themes in Exhibit Format." *Public History and the Environment*. Ed. Martin V. Melosi and Philip V. Scarpino. Florida: Krieger, 2004, 139-53. **(DR)**

Week 5: The History of Public History

How and why did museums, parks, historical sites and societies develop in Canada? What were (and were not) the important themes and issues explored in these early years? What characterized public history in this time period? Who were the public historians of the time? How do we view these people and institutions today?

MacEachern, Alan. "The Greening of Green Gables: Establishing Prince Edward Island National Park, ca. 1936." *Natural Selections: National Parks in Atlantic Canada, 1935-1970*. Montreal: McGill-Queen's University Press, 2001, 73-97. **(DR)**

Taylor, C. J. "Legacy" and "Birth of a Program." *Negotiating the Past: The Making of Canada's National Historic Parks*. Montreal: McGill-Queen's University Press, 1990, 3-60. **(DR)**

Wright, Donald. "History as Avocation." *The Professionalization of History in English Canada*. Toronto: University of Toronto Press, 2005, 1-27. **(DR)**

Week 6a: Internships: Preliminary Thoughts

We will meet with Prof. Mike Dove this week to begin preliminary discussions about internships, possible and past institutions, and how to make initial contacts with your potential host. For this class, students should have given some serious thought about what type of institution (eg: research company, government agency, museum, archives etc.) for which they wish to work, and whether or not they wish to intern in a foreign country. Past students will be there to answer your questions.

Preparation:

- Explore the various programs listed on the Public History Links page history.uwo.ca/gradstudy/publichistory/phlinks.html, the internship section of the NCPH webpage <http://www.ncph.org/Education/Internships/tabid/335/language/en-US/Default.aspx>, and webpages of any institution you see as a potential host.
- If you are interested in an internship in the United States, and want to know about visa requirements and other practical matters, consult Crymble, Adam. "US Internship Package." 2008. **(Available in my office.)**
- If needed, consult AHA and NCPH. *Careers for Students of History*. 2002. **(Available in my office)**
- Browse Conservation Review Board site <http://www.crb.gov.on.ca/english/home.html>
- Browse acceleratecanada.ca, a program which provides matching funding for internships in for-profit and non-profit sectors

Readings:

Doyle, Debbie Ann. "Practical Advice on Getting a Public History Job." *AHA Perspectives* (April 2006). www.historians.org/perspectives/issues/2006/0604/0604pro1.cfm

Katz, Philip M. "Public History Employers—What Do They Want? A Report on the Survey." *AHA Perspectives* (Sept 2003). www.historians.org/perspectives/issues/2003/0309/0309aha6.cfm

Ontario Heritage Toolkit **(Hard and electronic copies available in my office; also in Weldon gov't pubs; also online through library catalogue)**

Week 6b: PD Seminar: Oral History & Ethics Workshop

What does oral history offer the presentation of the past? How does its form affect content? What are the legal and ethical issues which need to be considered? This seminar will be led by Heather George, Hamilton Museum of Steam and Technology, who conducted a major oral history project this past summer. Heather also received a MITACS grant to fund her internship.

Readings:

“Ethical Conduct for Research Involving Humans.” www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm

Frisch, Michael. “Memory, History, and Cultural Authority.” *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. New York: SUNY Press, 1990, 5-28. **(DR)**

Jarvis-Tonus, Jill. “Legal Issues Regarding Oral Histories.” *Canadian Oral History Association Journal* 12 (1992), 18-24. **(DR)**

Portelli, Alessandro. “The Peculiarities of Oral History.” *History Workshop Journal* 12 (1981), 96-107. **(DR)**

Week 7: Designation & Preservation: Sites and Built Heritage I/PD Seminar

This week we meet with Don Menard, City Heritage Planner, at City Hall. He will lead a PD seminar on the heritage planning field, and then introduce us to our heritage designation project. We will also be conducting research in the land registry office.

Preparation:

- You must have chosen your building by this date because you will be conducting research in the land registry office this afternoon.
- Browse <http://www.ontarioarchitecture.com/index.html>

Readings:

Lutman, John. *The Historic Heart of London*. London, 1978, pp. 9-34.

Ontario Heritage Toolkit. **(Hard and electronic copies available in my office; also in Weldon gov't pubs; also online through library catalogue)**

Blumenson, John J. G. *Ontario Architecture: a Guide to Styles and Building Terms, 1784 to the Present*. Markham: Fitzhenry & Whiteside, 1990. **(My Office)**

Additional resources recommended for project:

Fleming, John, et. al. *The Penguin Dictionary of Architecture*. Harmondsworth UK: Penguin Books, 1983.

Harris, Cyril., ed. *Illustrated Dictionary of Historic Architecture*. New York: Dover, 1983.

McAlester, Virginia & Lee. *A Field Guide to American Houses*. New York: Alfred Knopf, 1986.

Noble, Allen G. *Wood, Brick, & Stone: The North American Settlement Landscape*. University of Massachusetts Press, 1984.

Week 8: Designation & Preservation: Sites & Built Heritage II

The Historic Sites and Monuments Board of Canada within Parks Canada says “Canada's program of historical commemoration recognizes nationally significant places, persons and events of Canadian history.” What makes a place, person or event nationally significant? Who decides? Is more than history involved? Is there an argument for *not* preserving significant sites? Using London and Middlesex county, we will also be evaluating historical plaquing, a process conducted by provincial, municipal and federal governments. What types of events, buildings and people have been commemorated? What events, buildings and people are missing? Why have these choices been made and not others?

This week provides a more theoretical background to our heritage designation project as well.

Preparation:

- Browse the National Historic Sites of Canada System Plan at www.pc.gc.ca/docs/r/system-reseau/sites-lieuxloc_e.asp and the list of national designations (esp. their reasons for designation) at www.pc.gc.ca/apps/lhn-nhs/index_e.asp.
- See www.waynecook.com/amiddlesex.html for the text of all the plaques in London/ Middlesex.

Readings:

Gordon, Alan. “Heroes, History and Two Nationalisms: Jacques Cartier.” *Journal of the Canadian Historical Association* 10 (1999): 81-102. **(LC)**

Loewen, James W. “Historic Sites are Always a Tale of Two Eras.” *Lies Across America: What our Historic Sites Get Wrong*. New York: New Press, 1999, 36-42. **(DR)**

Week 9: Heritage & Cultural Tourism

In tourism, how do we balance history and heritage, fact and myth, nostalgia and objectivity, education and entertainment, memorabilia and material culture? What is the role of living history in tourism? Does commodification of history distort fact?

In our third hour, we will host Fraser Dunford, Executive Director of the Ontario Genealogical Society. The OGS will also be interviewing Public History students for an internship.

Readings:

Corken, Wilton. “Heritage Tourism: Where Public and History Don’t Always Meet.” *American Studies International* 42, 2&3 (2004): 7-16. **(LC)**

Gammon, Sean and Gregory Ramshaw. “More than just Nostalgia? Exploring the Heritage/ Sport Tourism Nexus.” *Heritage, Sport and Tourism: Sporting Pasts, Tourist Futures*. Ed. Sean Gammon and Gregory Ramshaw. London and New York: Routledge, Ltd, 2007, 9-22. **(DR)**

McKay, Ian. "History and the Tourist Gaze: The Politics of Commemoration in Nova Scotia, 1935-1964." *Acadiensis* 22, 2 (1993): 102-38. **(DR)**

Wood, Patricia. "The History Site as Cultural Text: A Geography of Heritage in Calgary, Alberta." *Material History Review* 52 (2000): 33-43. **(DR)**

Week 10: Working with Material Culture

What is material culture? Material history? How can public historians use and assess artifacts as another kind of primary source? In this class, we will be using the UWO Medical Artifact Collection to explore these and other questions. We will also have a training workshop on collections handling, care and cataloguing.

Preparation:

- Browse www.medicalhistory.uwo.ca
- If you are unfamiliar with the basic elements of collection care, you should consult Melvin, Andrea. "Caring for Collections." 2007. **(Available in my office)**

Readings:

Fleming, E. McClung. "Artifact Study: A Proposed Model." *Wintertur Portfolio* 9 (1974): 153-73. **(LC)**

Hamilton, Michelle A. and Rebecca Woods. "'A Wealth of Historical Interest:' The Medical Artifact Collection at the University of Western Ontario." *The Public Historian* 29, 1 (2007): 77-91. **(LC)**

Schlereth, Thomas J. "Material Culture and Cultural Research." *Material Culture: A Research Guide*. Lawrence: University Press of Kansas, 1985, 1-34. **(DR)**

Ulrich, Laurel Thatcher. "Hannah Barnard's Cupboard." *The Age of Homespun: Objects and Stories in the Creation of an American Myth*. New York: Vintage Books, 2001, 108-41. **(DR)**

Week 11: Heritage Designation Project Meeting

We present our heritage designation reports to Don Menard and to representatives at LACH. Their feedback should be incorporated into your revised reports.

Week 12: EcoKids/NiCHE Group Project Meeting

Week 13: Gender & Public History

How has gender shaped museum collections and historic sites? How does gender shape contemporary interpretation? Should historical accuracy be preserved over contemporary issues of equality?

Readings:

Corbett, Katharine T. "Called Home: Finding Women's History in Nineteenth-Century Cemeteries." *Her Past Around Us: Interpreting Sites for Women's History*. Ed. Polly Welts Kaufman & Katharine T. Corbett. Florida: Krieger, 2003, 163-88. **(DR)**

Davey, Frances and Thomas A. Chambers. "A Woman? At The Fort?": A Shock Tactic For Integrating Women's History in Historical Interpretation." *Gender & History* 6 (1994): 468-73. **(P)**

Eagan, Eileen. "Immortalizing Women: Finding Meaning in Public Sculpture." *Her Past Around Us: Interpreting Sites for Women's History*. Ed. Polly Welts Kaufman & Katharine T. Corbett. Florida: Krieger, 2003, 31-68. **(DR)**

Howe, Barbara J. "Reinterpreting Public Events: The Impact of Women's History on Public Celebrations." *Her Past Around Us: Interpreting Sites for Women's History*. Ed. Polly Welts Kaufman & Katharine T. Corbett. Florida: Krieger, 2003, 235-52. **(DR)**

Knibb, Helen. "Present But Not Visible." Searching For Women's History in Museum Collections." *Gender & History* 6 (1994): 352-69. **(P)**

Winter 2010

Week 1: EcoKids/NiCHE Group Project Meeting

Week 2: History & Technology I: How does technology help or hinder public historians? Can such projects be academic or do they pander to the popular?

We host Mike Baker, Curator, Elgin County Museum in our 3rd hour.

Preparation:

- Browse [[murmur]] <http://murmurtoronto.ca/>
- Browse "Where is Vinland?" www.canadianmysteries.ca/sites/vinland/home/indexen.html

Readings:

Bonnett, John. "Following in Rabelais' Footsteps: Immersive History and the 3D Virtual Buildings Project." *Journal of the Association for History & Computing* 6, 2 (2003): 1-34. **(LC)**

Kee, Kevin et al. "Towards a Theory of Good History Through Gaming." *Canadian Historical Review* 90, 2 (2009): 303-26. **(LC)**

Slumkoski, Corey, Margaret Conrad and Lisa Charlong. "History on the Internet: The 'Atlantic Canada Portal.'" *Acadiensis* 37, 1 (2008): 100-9. **(P)**

Week 3: History & the Media

There are no assigned readings for this class, but several days before, Prof. Vance will contact you with individual assignments. The class will be devoted to assessing the results of that assignment, and Prof. Vance will also speak on working with the media and on the historian as public figure.

In the 3rd hour, we will be speaking with Mark Reid, Editor of the *Beaver*, about writing for the magazine. (Tentative)

Week 4: Commemoration, Celebration & Nation Building

How is history involved in nation building? Who has a stake in nation building and why? Whose 'nation' is it anyway? How do you celebrate an event in which one side was the 'victor' and the other the 'loser'? How does the commemoration of war, death and genocide build a nation? Is there room for unpleasant facts in commemoration? Does the need for commemoration justify myth-making?

In our 3rd hour, we host Chris Andreae, Historica Research Limited and Golder Associates.

Anderson, Benedict R. "Introduction." *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. ed. London and New York: Verso, 2006, 1-8. **(DR)**

Canadian War Museum Controversy. Excerpts from the H-Canada, H-Net, 2007. **(DR)**

Lennon, J. John and Malcolm Foley. "Intimations of Dark Tourism." and "Death Camps of Poland." *Dark Tourism*. London: Continuum, 2000, 1-12, 46-65. **(DR)**

Riding In, James. "The Politics of the Columbus Celebration: A Perspective of Myth and Reality in United States Society." *American Indian Culture and Research Journal* 17, 3 (1993): 1-9. **(LC)**

Vance, Jonathan F. "Sacrifice in Stained Glass: Memorial Windows of the Great War." *Canadian Military History* 5, 2 (1996): 16-23. www.wlu.ca/lcmsds/cmh/back%20issues/browsecmh.html

Vukov, Tamara. "Performing the Immigrant Nation at Pier 21: Politics and Counterpolitics in the Memorialization of Canadian Immigration." *International Journal of Canadian Studies* 26 (2002): 17-39. <http://iec-csi.csj.ualberta.ca/Portals/3/revue/NO-26.pdf>

Week 5: EcoKids/NiCHE Group Project Meeting

Week 6: Internship Workshop

A more detailed discussion of your individual internship workplan and potential host institutions with Prof. Mike Dove. In our third hour, Nicole Drake will lead a grant writing workshop.

Week 7: Reading Week

Week 8: EcoKids/NiCHE Group Project Meeting

Week 9: Material Culture Workshop II

Preparation:

- Visit the J.P. Metras Museum in Alumni Hall.
- Review relevant readings from Museology

Week 10: History & Technology II: GIS Workshop

How can GIS be used to make history more public? We will be learning the basics of GIS in this workshop led by Don Lafreniere.

Readings:

Gregory, Ian. Chapter 1, parts 1.1 through 1.4. *A Place in History: A Guide to Using GIS in Historical Research*. <http://hds.essex.ac.uk/g2gp/gis/index.asp>

Rumsey, David and Meredith Williams. "Historical Maps in GIS." *Past Time, Past Place : GIS for History*. Ed. Anne Knowles. <http://gis2.esri.com/esripress/shared/images/53/ch01.pdf>

Week 11: History, Film & TV

What challenges does an academic or public historian face when turning research into fiction or drama? Where is the line between fiction/non-fiction, between documentary/docu-drama? If we produce drama, does it need to be accurate or authentic? Do the subjects of docu-dramas or documentaries have the right to control content?

In our 3rd hour, we host James Cullingham, award winning producer from Tamarack Productions

Prairie Giant Controversy. Excerpts from H-Canada, H-Net, 2006-07. **(DR)**

Rosenstone, Robert A "The Historical Film." *Visions of the Past: The Challenge of Film to our Idea of History*. Cambridge: Harvard University Press, 1995, 45-78. **(DR)**

Smith, Daniel Blake. "The (Un) Making of a Historical Drama: A Historian/Screenwriter Confronts Hollywood." *The Public Historian* 25, 3 (2003): 27-44. **(LC)**

Ward, Paul. "Fiction and Nonfiction: the Great Divide?" *Documentary: the Margins of Reality*. London and New York: Wallflower, 2005, 31-48. **(DR)**

Week 12: Cultural Representation

How can historians tell others' stories? How can they not? What can we learn from past controversies in cultural representation? Is the "indigenization" of the museum a model for other ethnicities and/or cultures?

Readings:

Assembly of First Nations and Canadian Museums Association. *Turning the Page: Forging New Partnerships Between Museums and First Peoples*. Ottawa, 1992. **(Gov Pubs, Weldon)**

Cannizzo, Jeanne. *Into the Heart of Africa*. Toronto: Royal Ontario Museum, 1989. **(My office)**

Cobb, Amanda J. "The National Museum of the American Indian as Cultural Sovereignty." *American Quarterly* 57, 2 (2005): 485-506. **(LC)**

Cohn, Bernard S. "Introduction." *Colonialism and its Forms of Knowledge*. Princeton: Princeton University Press, 1996, 3-15. **(DR)**

Conaty, Gerald T. and Beth Carter. "Our Story in our Words: Diversity and Equality in the Glenbow Museum." *Looking Reality in the Eye: Museums and Social Responsibility*. Ed. Robert R. Janes and Gerald T. Conaty. Calgary: University of Calgary Press, 2005, 43-58. **(DR)**

Gillam, Robyn. "The Spirit Sings." *Hall of Mirrors: Museums and the Canadian Public*. Banff: Banff Centre Press, 2001, 101-33. **(DR)**

– "Fear and Loathing at Bloor and Avenue Road." *Hall of Mirrors: Museums and the Canadian Public*. Banff: Banff Centre Press, 2001, 155-202. **(DR)**

Week 13: Repatriation

Can museums really 'own' objects from another culture? Are artifacts animate or inanimate? Is the repatriation of objects a loss to society (and which society?), or a way to reinvigorate a culture? Is there a satisfactory compromise? We examine these issues in regards to Aboriginal Peoples.

In our 3rd hour, we host Prof. Neal Ferris, Lawson Chair of Archaeology, and Principal Investigator, Capacities for a Sustainable Archaeology

Readings:

Bell, Catherine, et al. "First Nations Cultural Heritage: A Selected Survey of Issues and Initiatives." *First Nations Cultural Heritage and Law: Case Studies, Voices, and Perspectives*. Ed. Catherine Bell and Val Napoleon. Pp. 367-415. Vancouver: UBC Press, 2008. **(DR)**

Conaty, Gerald T. and Janes, Robert R. "Issues of Repatriation: A Canadian View." *European Review of Native American Studies* 11, 2 (1997): 31-7. **(DR)**

Fenton, William N. "The New York State Wampum Collection: The Case for the Integrity of Cultural Treasures." *Proceedings of the American Philosophical Society* 115, 6 (1971): 437-61. **(LC)**

Grand Council of the Haudenosaunee. *Haudenosaunee Confederacy Policy on False Face Masks*. <http://www.peace4turtleisland.org/pages/maskpolicy.htm>

Gulliford, Andrew. "Curation and Repatriation of Sacred and Tribal Objects." *The Public Historian* 14, 3 (1992): 23-38. **(LC)**

Hill, Rick "Repatriation Must Heal Old Wounds." *When Sorry Isn't Enough: the Controversy over Apologies and Reparations for Human Injustice*. Ed. Roy L. Brooks. Pp. 283-7. New York: New York University Press, 1999. **(DR)**

Meighan, Clement W. "Another View on Repatriation: Lost to the Public, Lost to History." *The Public Historian* 14, 3 (1992): 39-45. **(LC)**

Week 14: Material Culture Workshop III

We continue cataloging the J.P. Metras collection.