

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

DRAFT JUNE 2011

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Classes: Tues. 11:30-2:30
Lawson 1227

Course Description

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

- **Public history theory:** Includes topics and issues such as authenticity, commemoration, 'imagined communities,' invention of tradition, 'usable pasts,' museums as contested places, colonialism and culture, historical designation and preservation, heritage tourism, cultural legislation, public policy, cultural (mis)representation, oral history, ethics, gender and class, historical landscapes, the built environment, education vs. entertainment, and social memory.
- **The history of public history:** Includes an examination of the establishment of museums, archives, the parks system, provincial and federal government bodies, and the individuals key to their development in Canada.
- **The practice of public history:** Through practical readings, guest speakers, site visits, workshops, and projects, students learn the methods and skills practiced by public historians today.

We meet weekly to discuss assigned readings, hear guest speakers, and participate in workshops. Some classes will be or include meetings with group project partner(s) which will not necessarily take place in the classroom. The third hour will mostly be used for our Professional Development speakers, workshops, and any additional student-scheduled in-house group project meetings, as needed. Some PD speakers may be slotted on other days when their schedules conflict with ours.

Learning Objectives

At the end of these courses students will have:

- 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, including digital ones;
- an ability to communicate history to the public through a variety of media;
- a familiarity with the major issues public historians face;
- a familiarity with the legislation relevant to public history;
- an ability to examine critically public presentations of history;
- had opportunities to merge theory with hands-on practice;
- contacts with practicing public historians.

Readings

There are no texts to be purchased. Most readings are from online journals accessible through the library catalogue (**LC**), the directory of readings (**DR**), in Weldon periodicals (**P**) or as noted below. Weldon also has hard copies. For books to be shared, I suggest you find a common desk to leave them for easy access. The DR is here: www.history.uwo.ca/gradstudies/gradcourses/9800A/readings/ **The user name is uwoph and the password is repository. Note: Some excerpts are longer than you are required to read; check page numbers carefully.**

Evaluation

Fall 2011

Participation (class discussion, blogging, PDS) (Individual mark)	30%
City of London Heritage report (Individual mark)	30%
Presentation of (Individual mark)	10%
ARCC exhibit (Group mark)	10%
1812 Group Project (Group mark)	
Research Report & Secondary Source Bibliography	20%

Winter 2012

Participation (class discussion, blogging, PDS) (Individual mark)	20%
Communicating History to the Public assignment (Individual mark)	10%
1812 Group Project (Group mark)	
Research Report & Primary Source Bibliography	20%
1 st draft	20%
2 nd draft	10%
Final product	20%

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:

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

Participation

Course participation will take several forms. First, students are expected to have read and digested the assigned readings before class and participate fully in class seminars. Second, students must participate in all workshops and PD seminars. Third, students are expected to participate fully in group project work that extends outside of class time. Lastly, students may also blog about their readings and activities *for these courses* using the blogs set up for Digital History.

Participation Rubric

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

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 discussion, and reflects analysis, synthesis and evaluation.

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

Group Project Meetings (GPM)

Most of the time set aside for group project meetings will be student-run sessions, discussing stages of the project as determined by the students, or conducting group-related research. However, during the first 10-15 minutes of each meeting, groups will provide the instructor of 9801 with project updates. This is also an opportunity to ask any questions or seek advice. Some group project meetings may be, or include, meetings with project partners, and may be outside of the classroom.

Assignments

A. Heritage Designation Project

Our clients, Don Menard, London Heritage Planner, the London Advisory Committee on Heritage (LACH) and the Architectural Conservancy of Ontario, London Branch, seek research and documentation on part of the Old South and the SoHo (south of Horton) areas of London. LACH will use this information to potentially move forward with designation, the City of London may include it in the SoHo Community Improvement Plan, while the ACO may use your research for their annual Heritage Home Tour held in June. For the SoHo plan, see: http://www.london.ca/d.aspx?s=/Planning_and_Development/Meetings_Notices_PlnProjects.htm For past ACO tours, we have previous years' booklets. An exhibit version of this research will be mounted in the Schweitzer Gallery at ARCC in the winter semester.

Each student will choose and research a building from the list provided, and follow the documentation template required by the city in order to assess under the *Ontario Heritage Act*:

1. its historical or associative value;
2. design or physical value;
3. and/or its contextual value.

Where applicable, this research should include information on house's architecture, its age, and craftsmanship; its surrounding location, landscape, and contribution to the character of the neighbourhood; any alterations or additions made; its architects and/or builders and their significance to the London; its owners from its construction until now, and their significance to the London; any events or business activities that may have occurred here; any associations with organizations, cultural or religious beliefs, local or national trends. For more information, see the template on the DR.

Examples from previous years are also here. (Brent Wiancko; Jennifer Levin-Bonder).

Because the houses are located in close proximity, houses of similar age may share some of the same information eg: the same builder, so make sure to discuss your research with others.

See <http://www.london.ca/d.aspx?s=/Heritage/HeritageCitymap.htm> for information about heritage districts in London, designated buildings, conservation plans etc. and the *Ontario Heritage Toolkit* for more about designation under the *Ontario Heritage Act* at http://www.mtc.gov.on.ca/en/heritage/heritage_toolkit.shtml. It is also available in Weldon and in the Public History admin office.

Weldon, ARCC, and the London Room at the main branch of the London Public Library have an excellent selection of local history and architecture books. City directories, censuses, fire insurance plans, and tax assessment rolls should also be used. ARCC also has the Durand, Tracy, Robinson, and Moore architecture company plans which may have designed some buildings. The 1851, 1901 and 1911 censuses are online and searchable here: www.automatedgenealogy.com. The national archives has a head of household index for 1871 and a larger index for 1881 and 1891 here: www.collectionscanada.gc.ca/databases/index-e.html. As well, the London Public Library system has free access to Ancestry.com.

We will have introductions to the collections at ARCC and at Service Ontario (formerly the Land Registry Office), located downtown at 100 Dundas. There is a charge to conduct research at the Land Registry Office; part of this will be covered by LACH and the other part will be reimbursed by the Public History program with provision of original receipts.

We will also have 2 GIS workshops with Don Lafreniere, Geography, to create a contextual value map of each student's assigned property and to explore some of the above information already correlated into databases that will make your research easier.

In addition to submitting your final report to me, all students should compile their reports on two CDs, one for LACH and for the ACO. Please use file names which incorporate the address of your house so that they may be easily identified. Each student should provide an additional hard copy and sign the release forms in order that they can be donated to ARCC and to the London Room, main branch of the Public Library, for use of the public.

Additional resources:

- Blumenson, John J.G. *Ontario Architecture: a Guide to Styles and Building Terms, 1784 to the Present*. Markham: Fitzhenry & Whiteside, 1990.
- Fleming, John, et. al. *The Penguin Dictionary of Architecture*. Harmondsworth: Penguin, 1983.
- Harris, Cyril., ed. *Illustrated Dictionary of Historic Architecture*. New York: Dover, 1983.
- Noble, Allen G. *Wood, Brick, & Stone: The North American Settlement Landscape*. University of Massachusetts Press, 1984.

Deliverables

- a short report (approx. 6-8 pages) using the template provided by the city, assessing the significance of your chosen building **TIP: this project could easily grow in size, so keep in mind your page limits**
- a 5 minute presentation of your report to LACH for feedback and revision

- a maximum 250-word statement suitable for the ACO walking tour booklet or a house plaque, as relevant, for your chosen building, highlighting its significance
- a selection of historical and/or contemporary photographs which document the building and reinforce its significance **TIP: you are legally allowed to take pictures from the sidewalk of your building but please do not step onto private property; any buildings used as a business cannot have the name of the business in the photo**
- other relevant visuals which could be used for the ARCC exhibit (eg: local books from ARCC collection; reproductions of fire insurance plans; photos of prominent people etc.)
- a final report including the feedback from LACH
- a GIS map of the heritage properties studied and others in the area
- an exhibit using your short statement and visuals for the Schweitzer Gallery in ARCC (an additional exhibit introduction statement will need to be written)

Tentative List of Houses

ACO Walking Tour Area

- 40 Ridout St. South, Georgian, c1850, Priority 1
- 90 Ridout St. South, Queen Anne, c1880, Priority 2
- 157 Ridout St. South, Arts and Crafts, 1922, Priority 2
- 11 Grand Ave., Arts and Crafts, c1924, Priority 2
- 46 Grand Ave., Tudor Revival, 1938, Priority 2
- 55 Grand Ave., Eclectic, 1889, Priority 2
- 24 Belgrave Ave., Arts and Crafts, c1919, Priority 2
- 1 Carfrae Cres., Eclectic, c1929, Priority 1
- 1 Ardaven Place, 1915, Priority 2
- 16 Craig St., Queen Anne, c1905, Priority 2

SoHo Community Plan Area

- 144 Clarence St., Ontario Cottage, 1881, Priority 2
- 154 Clarence St., Side Hall Plan Cottage, c1902, Priority 2
- 155 Clarence St., Side Hall Plan Cottage, c1895, Priority 2
- 157 Clarence St., c1902, Priority 2
- 191 Grey St., Side Hall Plan Cottage, c1902, Priority 1
- 221 Grey St., Side Hall Plan Cottage, c1886, Priority 1
- 225 Grey St., Side Hall Plan Cottage, c1886, Priority 1

Tentative Timeline

Consultation with ARCC	September 20, 2011
Consultation with Don Menard; visit to Service Ontario	September 27, 2011
GIS Workshop with Don Lafreniere, Geography	October 18, 2011
GIS Workshop with Don Lafreniere, Geography	October 25, 2011

Presentation of report to Don Menard and LACH	December 7, 2011
Report due	December 16, 2011
Exhibit for ARCC installed	December 12-16, 2011

Evaluation

Students will be marked on the quality of research, level of skill in use of template, level of skill in use of GIS, understanding of heritage legislation, demonstration of knowledge of London's history and architecture, presentation and writing skills, timeliness of meeting deadlines, and design and visual appeal of the ARCC exhibit. It will also consider the feedback from our partners.

Presentation of report (individual mark)	10%
Written final report (individual mark)	30%
ARCC exhibit (group mark)	10%

B. Communicating History to the Public

Our writing workshop will be lead by Prof. Jonathan Vance. After this seminar, students will revise the piece written for it, or choose another topic on a historical matter, for a venue of their choice.

Alternatively, you may prepare for a telephone-taped podcast for the feature "Today in Canadian History" for airing on Calgary's CJSW 90.9 FM. Previous podcasts are at http://www.cjsw.com/programming/podcast_details.html?id=10. Producer Joe Burima has provided the following tips:

- As soon as a student has selected to participate in the series, please let myself and Joe know in order to ensure that the selected date has not been already chosen.
- Students give a short interview, approximately 15-20 minutes in length, about 2-3 weeks ahead of the air date. All episodes are edited down to 5-10 minutes in length.
- The issue or subject selected must be connected to a specific date, but the date can be a launching-pad for a larger discussion on the subject or issue.
- The subject must be well-researched and all facts must be verified by two reliable sources. No Wikipedia-ing!
- Credits will be given to the specific student and the UWO in audio and internet sites.

**** If your 'date' falls before January, and you wish not to wait until the fall of 2012 to have your piece broadcast, you can complete the assignment in the fall term.**

Clearly each publication 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. Some venues require a query letter first and do not accept blind submissions.

Past Venues

- The *London Free Press* Heritage Article Series, coordinated by the London Heritage Council http://www.londonheritage.ca/LHC_London_Free_Press_Articles.html
- The History News Network <http://hnn.us/>

- *Canada's History* website www.historyociety.ca/ and guest blog <http://www.canadashistory.ca/Education/Young-Historians.aspx>
- Guest blog for <http://ActiveHistory.ca>, the Bata Shoe Museum, the Peterborough Museum and Archives
- *Canadian Monarchist* magazine
- *Western News* <http://communications.uwo.ca/com/>
- another suitable local paper
- the alumni profile section of the Public History website www.history.uwo.ca/gradstudies/publichistory/phalumni.html

Evaluation

Marking will consider not only the writing (or conversation/video) itself, but how well you have chosen a topic of interest to the public, how well you have targeted your audience, chosen the appropriate venue for your topic/timing, considered if they've published recently on this topic, if the venue will publish articles from students, considered their internal publication timelines, adhered to their length requirements, and other practical matters that are important to success in the world of popular publishing and broadcasting. **You must also submit (to instructor only) a short statement evaluating the above with your article.**

Submission to your chosen publication is not required, but strongly encouraged, in the summer, after feedback has been provided. Publication is not guaranteed but rather based on the selection process of each venue.

Timeline

Writing Workshop	TBA
Article and query (if applicable) and statement of evaluation of venue for grading	April 30, 2011
Submission for publication	Summer 2011

History 9801 Group Project: War of 1812 Historical & Commemorative iPhone Application

The Project

The War of 1812 South-West Region (Kent and Essex counties) established by the Ontario Ministry of Tourism and Culture seeks research and development of a GPS-guided iPhone application in order to document, commemorate, and promote sites and institutions related to War of 1812 in these counties. This tour will mainly follow Major-General Henry Proctor, his British troops, the militia, and First Nations allies, largely led by Tecumseh, as they retreated from Detroit on their way to the Niagara peninsula in 1813. This application will be multi-sensory, educational and entertaining. For example, a visitor at the Tecumseh monument could flip through photographs of the installation of the monument in 1963, read a profile of Tecumseh from the *Dictionary of Canadian Biography*, listen to military drumming

of the time, and watch a video clip of a re-enactment of the Battle of the Thames during which this Native leader was fatally wounded.

Students will research potentially 22 historic sites and museums related to the War of 1812, its battles on Upper Canadian soil, its leaders and soldiers, First Nations allies, and early Upper Canadian life in order to curate the content for the iPhone application. Students will direct and complete all phases of the project preparation including: conducting research; writing the text for the application; selecting documents, maps, photographs, battle plans, artifacts, music, video and other applicable material, or creating such items as necessary; conduct, record and edit oral history videos; digitization of photographs and ephemera, and photography of artifacts where necessary; finding existing web resources to be utilized; and liaising with community institutions such as museums. Following the path of the British and First Nation allies towards the Niagara peninsula, students will also determine the most logical route/order of stops, and determine the GPS coordinates most appropriate for visitors to stop.

As Proctor's retreat in 1813, the Chatham-Kent, Essex and Middlesex sites represent only part of those related to the campaigns of the War of 1812, a contextual 'introduction' and 'conclusion' will also be needed to orient visitors to their significance and role in the overall war.

While students will work in 4 smaller groups of 2-3, the larger group should meet regularly to ensure that their parts of the project are complimentary and/or not redundant in subjects which may apply to many sites; to ensure overall consistency in typographical matters (eg: the spelling of Aboriginal names); to discuss parts of the project which relate to the whole, such as the 'introduction' and 'conclusion;' and to discuss the transition of the route material from one group to the next. These larger group meetings should consider these issues right from the beginning; it is much easier to adjust as the project progresses, rather than having to redo parts near the end of the project.

After our initial consultation with Charlene Houle, students should form their smaller groups and chose the group of sites they will research.

Images from museums and archives will have to be ordered according to their policies and timeline. Please check with each institution to allow enough time. Students will also secure all necessary permissions to use archival, museum and online material.

In April, the finished product will be turned over to Thiel Marketing and Graphic Design which will convert the material to an iPhone application during the summer of 2012.

Our Audience

The Ministry of Tourism has "identified the War of 1812 Bicentennial Commemoration as a signature heritage tourism event of international stature with significant economic potential for the province." Six regionally-based groups have been established: Toronto; Niagara; Windsor/Chatham; South Georgian Bay; Sault Ste. Marie; St. Lawrence. The Ministry has committed to funding four years of commemoration of the War (2012-15), in order to draw Canadian and American tourists to the province, and to educate schoolchildren, teachers, and local families. As part of a wider program of celebration in southwestern Ontario, the iPhone app will be a valued-added product for those visiting museums, and attending battle re-enactments and national celebrations.

A report by the Ministry on cultural and heritage tourists is here:
 Ontario Ministry of Tourism and Culture. *Ontario Cultural and Heritage Tourism Product Research Study*.
 2009. http://www.mtc.gov.on.ca/en/publications/Ontario_Cultural_and_Heritage_Tourism.pdf

The Ontario social studies and history curriculum is here:
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies.html>

Potential Sites

The following list has been provided for us by our community partners. If the students discover an additional site that should be included, please discuss with the instructor immediately.

The student groups have been arranged by geographical location of the sites, and by estimating the weight of the material each will deal with. If the students discover a logic to readjust these groupings, please discuss with the instructor immediately.

Each type of site presents a different challenge. For example, the material about Tecumseh, or available at a museum or NHS site may be difficult to narrow down, while the challenge for the plaque sites will be to find additional contextual material.

Group	Site #	Site	Location
Group 1	1	King's Navy Yard Park	Amherstburg
	2	Fort Malden National Historic Site	Amherstburg
	3	Elliott's Site/Elliott's Point	Amherstburg
	4	Fort Covington	Amherstburg
	5	Brock/Sandwich St. Corner/Brock St. School/St. John's Church/ McKenzie Hall	Amherstburg
	6	Francois Baby House Museum	Windsor
Group 2	7	Mouth of Thames River at Lake St. Clair	Between Tilbury/East Dover townships
	8	Trudelle Farm	Conc 1, Lots 6 & 7, Tilbury East Township
	9	St. Peter's Church	Tilbury
	10	Drake Farm	Lot 7, Raleigh Township
	11	McCrae House	Lots 16 & 17, Raleigh Township
	12	Dolsens	Lot 19, Raleigh Township

Group 3	13	Forks of the Thames (now Tecumseh Park)	Chatham
	14	Thames River/US encampments at Bowles Farm and Traxler's Farm	Thames River, 1 mile from Forks/Lots 9 & 10, Harwich Township
	15	Arnold's Mill/ford at Howard's bridge	Lot 3, Howard Township
	16	Sherman's Farm/Richardson's Farm	Lot 15 & 12, Camden Township (Thamesville)
Group 4	17	Battle of the Thames/Moraviantown	Approx. 1.5 miles from Fairfield
	18	Fairfield Museum & National Historic Site	Longwoods Road, near Bothwell
	19	Tecumseh Monument Site	Longwoods Road, east of Thamesville
	20	Battle of Hungerford (Reservoir) Hill	Byron, London
	21	McNames grave, Brick Street Cemetery	Commissioners Rd, London
	22	Battle of Longwoods Site	Outside Glencoe, on Longwoods Road

Budget

This project has been awarded a Community Service Learning grant of \$2000 to fund the travel needed to conduct the research in archives in southwestern Ontario. Photographic reproduction expenses from archives and museums will be covered by the Metcalf Public History fund. Students will be responsible for strictly adhering to the budget and for developing a project that is manageable within this budget. Different groups that need to visit the same archives should try to travel together to reduce costs. Students will prepare a budget for their photographic reproduction needs which needs to be approved by the instructor before items are ordered. More details will be provided by the instructor.

How to Begin?

Before diving into the primary sources, start with an overview to get the big picture of the war, its significant sites, its major players, and the geography of southwestern Ontario. Below are some suggested publications to assist you in this preliminary process. Be sure to consult their bibliographies for leads on other, particularly primary, sources. Note that Grodzinski is a comprehensive bibliography.

Antal, Sandy. *A Wampum Denied: Procter's War of 1812*. Ottawa: Carleton University Press, 1997.

Benn, Carl. *The War of 1812*. New York: Routledge, 2002.

Calloway, Colin G. *The Shawnees and the War for America*. New York: Viking, 2007.

Grodzinski, John R. *The War of 1812: An Annotated Bibliography*. New York: Routledge, 2008.

Little, J.I. *Loyalties in Conflict: a Canadian Borderland in War and Rebellion, 1812-1840*. Toronto: University

of Toronto Press, 2008.

Sheppard, George. *Plunder, Profit and Paroles: a Social History of the War of 1812 in Upper Canada*. Montreal: McGill-Queen's University Press, 1994.

Stott, Glenn. *Greater Evils: The War of 1812 in Southwestern Ontario*. Arkona: G. Stott Pub., 2001.

Sugden, John. *Tecumseh: a Life*. New York: Holt, 1998.

Suthren, Victor. *The War of 1812*. Toronto: M&S, 1999.

Taylor, Alan. *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies*. New York: Knopf, 2010, especially pp. 166-74; 244-46; 261-67.

Turner, Wesley B. *The War of 1812: the War that Both Sides Won*. Toronto: Dundurn Press, 2000.

Zuehlke, Mark. *For Honour's Sake: the War of 1812 and the Brokering of an Uneasy Peace*. Toronto: Vintage Canada, 2007.

Some secondary source research may be relevant to several groups. Students should not duplicate it, but rather divide tasks and share notes.

There are many similar iPhone apps to check out. The Niagara War of 1812 iPhone project is here: <http://www.ihistorytours.com/> or for download at iTunes <http://itunes.apple.com/app/id381451662>. A similar Toronto project with historical photos is Zeitag TO, also available on iTunes <http://itunes.apple.com/ca/app/zeitag-to/id433502135?mt=8#>. Another called Historical Markers, of North American plaques is <http://itunes.apple.com/us/app/historical-markers/id355474646?mt=8>

Deliverables

- Research report and annotated secondary source bibliography
- Research report and annotated primary source bibliography
- Oral histories where applicable
- 1st draft – with route, preliminary text, and potential photos/artifacts/ephemera/maps/oral histories/videos/web sources etc. identified
- Budget for research time conducted, photographic reproduction, supplies, other costs
- 2nd draft – with revised text, and all digital materials
- Formal permissions for use of visual materials from archives, museums etc.
- Final product

Research Reports and Annotated Bibliographies

These allow the instructor to gauge and assess the ongoing research process of each group, and to suggest relevant books and archival collections. They should contain a short report of the scope of each group's research activity and locations, while the annotated bibliographies will suggest why each will be useful (or not) to the group, and may also indicate potential visual materials.

Tentative Timeline

Meet with ARCC	September 20, 2011
Meet with Charlene Houle	October 11, 2011
Smaller groups formed	October 11, 2011
1 st report due	November 29, 2011
2 nd report due	February 6, 2012
1 st draft due – sent to partners for feedback	March 5, 2012
Budget due	March 5, 2012
2 nd draft due	April 2, 2012
Final product due	April 23, 2012
Permissions for visual material submitted	April 23, 2012

Evaluation

The project will be evaluated on quality of research and writing; appropriateness of images and other visuals selected; assessing audience; timeliness of meeting deadlines; meeting client needs; visual impact of exhibit; and will take into account the feedback of our advisors.

Metcalf Professional Development Series (PDS)

As part of History 9800/01, attendance is **mandatory**. Speakers will generally visit during class in the 3rd hour, but may be scheduled at other times, based on their schedules. Speakers which are also part of the departmental series will be scheduled on Thursdays. Site visits and extended workshops generally occur on Fridays in order to allow for more time.

Speakers/Workshops: TBA

Volunteer & Other Opportunities, 2011-12

- **London Advisory Committee on Heritage** meets once a month to discuss architectural/planning issues. www.london.ca/d.aspx?s=/Committees_and_Task_Forces/LACH.htm
- **London Branch, Architectural Conservancy of Ontario** welcomes members. See www.acolondon.ca/acolondon/Welcome.html
- **London Medical Historical Association** features guest speakers. For more info, see Hamilton.
- The **London and Middlesex History Society** welcomes student members. See

- <http://www.londonhistory.org/>
- **London Heritage Council** needs volunteers for **Doors Open London**, September 17-18, 2011. See <http://www.doorsopenlondon.ca/>
- **International Council of Museums International Committee for Training Personnel, Annual Conference**, October 24-7, 2011 Toronto. See http://www.ictop.org/index.php?option=com_content&view=category&layout=blog&id=40&Itemid=60
- **Ontario Museum Association Conference**, November 2-4, 2011, Kitchener-Waterloo. See <http://www.museumsontario.com/en/41.html>
- **Canadian Museums Association annual conference**, Gatineau, spring 2012. See http://www.museums.ca/en/conferences/national_cma_conference/
- **Baylor University E-Workshop on Oral History**, April 11, 18, 2011.
- **Annual Meeting of the National Council on Public History**, April 19-22 , Milwaukee, Wisconsin. See <http://ncph.org/cms/conferences/2012-annual-meeting-3/>
- **Ontario Heritage Conference**, early summer 2012. See www.communityheritageontario.ca/
- **Geranium Heritage House Tour, Architectural Conservancy of Ontario**, London, June 3, 2012 needs guides to interpret the houses. See www.acolondon.ca/acolondon/Events.html

*More opportunities will likely present themselves throughout the year, and we will forward these on to you.

**Note that the department has some money for conference and presentation costs. Applications are required in the spring of 2012 and reimbursement is not guaranteed.

***SOGS has limited travel bursaries. See <http://www.uwo.ca/sogs/Benefits/financial.html#travel>

Fall Course Schedule

Week	Date	Topic	Notes
	Week of 6-9	Introduction	
1	Sept. 13	'Academic' History, 'Public' History & 'Heritage'	<i>Doors Open</i> this weekend
2	Sept. 20	GPM	
3	Sept. 27	Designation & Preservation: Built Heritage	FPV's <i>1812 Grand Tactical Re-enactment</i> this weekend
4	Oct. 4	The Public	
5	Oct. 11	GPM	
6	Oct. 18	GIS worksnop, with Don Lafreniere	Geography, SSC 1316a
7	Oct. 25	GIS worksnop, with Don Lafreniere	Geography, SSC 1316a
7	Oct. 27	PDS: Alumni/new students get-together at Grad Club	
7	Oct. 28	PDS: Museum Workshop	
8	Nov. 1	Internship Workshop: Preliminary Thoughts	
9	Nov. 8	The History of Public History	
10	Nov. 15	Designation & Preservation: Sites	
11	Nov. 22	GPM	
12	Nov. 29	Heritage Tourism	
13	Dec. 6	Cultural Representation	
13	Dec. 7	LACH Meeting – Designations presentations	At City Hall, in the evening
14	Dec. 12-6 Dec. 16	**Mount ARCC exhibit this week **LACH final reports due	

Fall 2011

Introduction

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

Homework:

- Join UWO Public History Alumni Facebook group at <http://www.facebook.com/home.php?#!/group.php?gid=62761822253>
- Follow *UWO Public History News and Resources* blog through your own blog (set up for Digital History class) <http://uwopublichistorynewsandresources.blogspot.com/>
- Join H-Public listserv, from the National Council on Public History www.h-net.org/~public/
- Write 2-5 sentences about yourself for our website. You might include where you are from, your education, any work/volunteer experience, your interests in public history, what kind of career you'd like to pursue etc. Please also send me a photo of yourself, or I can take one for you.

Consider joining any of the listservs/groups below, which publicize opportunities for professional development, jobs, grants, calls for papers and conferences etc., and offer networking opportunities.

- National Council on Public History student membership www.ncph.org; if you join, make sure you also join the NCPH LinkedIn network
- OMA listserv – must be a OMA member – or relevant provincial association http://museumsontario.com/en/membership_32/0/16.html
- AAO listserv - do not need to be a member <http://aao.fis.utoronto.ca/aa/AAOLIST.html> or relevant provincial association

Week 1: 'Academic' History, 'Public' History & 'Heritage'

What is 'academic' history? Public history? Applied history? Active history? Heritage? Is public history distinct? Is it strictly audience, or are special tools and skills demanded? Is it a field of study? Can public history be practiced in the university? Is there a difference between a 'professional,' 'public' or 'local' historian? How do we balance history and heritage, fact and myth, nostalgia and objectivity, education and entertainment, memorabilia and material culture? What is 'authentic'? What is the role of living history? Does commodification of history distort fact? These questions set the stage for our discussions and projects for the rest of the year.

Readings:

Clifford, Jim et al. "What is Active History?" *Left History* 15, 1 (2011): 12-36. **(DR)**

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. B.J. Howe and E.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)**

Week 2: GPM: Archival Materials Workshop

This week we begin both the Heritage Assessment project and the Group Project with an introduction to the archival materials for both projects at ARCC. The second half of the class will be devoted to team building exercises.

Readings:

Stott, Glenn. *Greater Evils: The War of 1812 in Southwestern Ontario*. Arkona, 2001. **(Weldon or ARCC)**

Lutman, John. *The South and the West of London: an Historical and Architectural Guide*. London, 1979, 2-12; 19-22; 42-44; 46-51, 77. **(DR)**

Week 3: Designation & Preservation: Built Heritage

We meet with Don Menard, City Heritage Planner, at the Planning Department at 206 Dundas St (between Richmond and Clarence). He will introduce us to our heritage designation project. We will also visit the land registry office at Service Ontario.

Preparation:

- You must have chosen your building by this date so we can tell Don Menard.
- Browse <http://www.ontarioarchitecture.com/index.html>
- Browse Blumenson, John J. G. *Ontario Architecture: a Guide to Styles and Building Terms, 1784 to the Present*. Markham: Fitzhenry & Whiteside, 1990. **(Weldon)**
- See <http://www.london.ca/d.aspx?s=/Heritage/HeritageCitymap.htm> for info about heritage districts in London, designated buildings, previous conservation plans etc.

Readings:

City of London. *London Cultural Heritage Resources. Building and Property Evaluation Sheets*. 2009. **(DR)**

Ontario Heritage Tool Kit. **(Weldon or http://www.mtc.gov.on.ca/en/heritage/heritage_toolkit.shtml)**

Week 4: The Public

Who are our public(s)? How can institutions engage the public? What do they want, and how do we know? How can Simon's model be applied to other institutions or methods of delivery? We will also assess the results of your surveys, and consider how these relate to our project.

Preparation:

- Browse *Canadians and their Pasts* at <http://www.canadiansandtheirpasts.ca>
- Complete the CATP survey at http://www.canadiansandtheirpasts.ca/pasts_survey.pdf
- Complete the Canadian Tourism Commission survey at <http://eqcaen.canada.travel/> and then browse all types of travellers here: <http://eqcaen.canada.travel/allExplorerTypes.php>

Readings:

Conrad, Margaret, Jocelyn Létourneau and David Northrup. "Canadians and their Pasts: An Exploration in Historical Consciousness." *The Public Historian* 31, 1 (2009): 15-34. **(LC)**

Hood, Marilyn G. "Staying Away: Why People Choose not to Visit Museums." *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Ed. G. Anderson. New York: Altamira, 2004, 150-57. **(DR)**

Pokotylo, David and Neil Guppy. "Public Opinion and Archaeological Heritage: Views from Outside the Profession." *American Antiquity* 64, 3 (1999): 400-16. **(LC)**

Simon, Nina. "Why Participate," and "Principles of Participation." *The Participatory Museum*. Santa Cruz: MUSEUM, 2010, i-32. **(Online at <http://www.participatorymuseum.org/read/>)**

Week 5: GPM

Readings:

Ontario Ministry of Tourism and Culture. *Ontario Cultural and Heritage Tourism Product Research Study*. 2009. http://www.mtc.gov.on.ca/en/publications/Ontario_Cultural_and_Heritage_Tourism.pdf

Ontario Curriculum for social studies/history.
<http://www.edu.gov.on.ca/eng/curriculum/elementary/ssstudies.html>

Week 6: GIS Workshop

How can GIS be used to make history more public? We begin learning about GIS and how to apply it to our heritage architecture project in this workshop led by Don Lafreniere. Meet in SSC 1316a.

Preparation:

- You must have done some preliminary research on your house so that you know the date of construction in order to begin the GIS component this week.

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 7: GIS Workshop II

We continue working on the heritage architecture project, including the GIS component, with Don Lafreniere. This class will be 3 hours.

PDS: Museum Workshop

In this all-day workshop, students will learn: the components of a comprehensive collections management plan; how to handle, accession, catalogue and deaccession artifacts; how to identify common materials and their associated conservation problems; about basic collections care and museum environments; about basic exhibit design principles; and museum education.

Readings:

Alexander, Edward P. and Mary Alexander. *Museums in Motion: The Introduction to the History and Function of Museums*. 2nd Ed. New York: Altamira, 2008, 187-280. **(DR)**

Falk, John H. and Lynn D. Dierking. "The Contextual Model of Learning." *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Ed. G. Anderson. New York: Altamira, 2004, 139-42. **(DR)**

Genoways, Hugh H. and Lynne M. Ireland. "Collections Management Policies." *Museum Administration*. New York: Altamira, 2003, 175-95. **(DR)**

Week 8: Internships: Preliminary Thoughts

We 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: consulting company, government agency, museum, archives etc.) for which they wish to work, and whether or not they wish to intern in a foreign country.

Preparation:

- Explore the various internship opportunities listed on the Public History Links page history.uwo.ca/gradstudy/publichistory/phlinks.html, and webpages of any institution you see as a potential host.
- If you are interested in an internship in the US, and want to know about visas and other practical matters, consult Crymble, Adam. "US Internship Package." 2008. **(My office)**
- If needed, consult AHA and NCPH, *Careers for Students of History*. 2002. **(My office)**

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

Week 9: The History of Public History

How and why did national parks, museums, 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? The audience? How do we view these people and institutions today? We will also discuss how Loyalism and the War of 1812 was presented in the nineteenth-century, and the legacy of this interpretation today.

Gillam, Robyn. "A Brief History of Museums in Canada." *Hall of Mirrors: Museums and the Canadian Public*. Banff: Banff Centre Press, 2001, 54-74. **(DR)**

Knowles, Norman. "'A sacred trust:' The 1884 Toronto, Niagara, and Six Nations Loyalist Centennial Celebrations and the Politics of Commemoration." *Inventing the Loyalists: the Ontario Loyalist Tradition and the Creation of Usable Pasts*. Toronto: UTP, 1997, 67-90. **(DR)**

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

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

Week 10: Designation & Preservation: Historic Sites

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 Chatham-Kent and Essex, we will also evaluate historical plaquing, a process conducted by provincial, municipal and federal governments. What types of events, buildings and people have been commemorated or not? Why have these choices been made and not others?

This week also provides a more theoretical background to our heritage designation project. It also allows us to assess what historic sites related to the War of 1812 exist, and how they have been interpreted. Is there a need for a new or supplementary interpretation? The readings also suggest how individuals have been hero-/demon-ized; we will discuss how this relates to our 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 <http://www.waynecook.com/achatham-kent.html> for the plaque text in Chatham-Kent and <http://www.waynecook.com/aessex.html> for the plaques in Essex.

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 11: GPM

Week 12: Heritage Tourism

What is 'authentic' in tourism and who decides? What is the 'tourist' gaze? What is a 'usable past' and should we use it? Does commodification and nostalgia distort fact? Is heritage anti-modern? Should topics like spirituality be part of tourist experiences? Does performance of a culture undermine its value? How are tourism communities – rather than tourists – affected? Does heritage tourism really produce economic gains? We also discuss some of these issues in relation to our group project.

Readings:

Campbell, Claire. "Global Expectations, Local Pressures: Some Dilemmas of a World Heritage Site." *Journal of the Royal Nova Scotia Historical Society* 11 (2008): 2-15. **(DR)**

Deutschlander, Siegrid and Leslie J. Miller. "Politicizing Aboriginal Cultural Tourism: The Discourse of Primitivism in the Tourist Encounter." *Canadian Review of Sociology and Anthropology* 40, 1 (2003): 27-44. **(LC)**

Gordon, Alan. "Heritage and Authenticity: The Case of Ontario's Sainte-Marie-among-the-Hurons." *Canadian Historical Review* 85, 3 (2004): 507-31. **(LC)**

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

Pannekoek, Frits. "Canada's Historic Sites: Reflections on a Quarter Century, 1980-2005." *The Public Historian* 31, 1 (2009): 69-88. **(LC)**

Week 13: Cultural Representation

Can historians tell others' stories? Why have ethnicities protested their portrayal in museum exhibits? What can we learn from past controversies in cultural representation? Is the "indigenization" of the museum a model for other ethnicities or cultures? We will also discuss these issues in relation to our 1812 project.

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. **(Weldon)**

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: PUP, 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. R.R. Janes and G.T. Conaty. Calgary: UCP, 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)**