

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
FALL/WINTER 2015-2016

HIS9800: PUBLIC HISTORY - THEORY, HISTORY & PRACTICE

HIS9801: PUBLIC HISTORY GROUP PROJECT

“The history that lies inert in unread books does no work in the world.”

Carl Becker, “Everyman His Own Historian”

***NOTE: Students should refer to the complete course syllabus available through the OWL (Sakai) course website.**

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Office Hours: Monday, 12:00pm – 2:00pm (or by appointment)

Class Time & Location (Fall & Winter): Tuesday, 11:30am-2:30pm, Lawson Hall 2270c

COURSE DESCRIPTION

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

- The theory of public history: Themes and issues such as authenticity, commemoration, ‘imagined communities,’ invention of tradition, ‘usable pasts,’ contested places, historical designation and preservation, living history, heritage tourism, public policy, cultural (mis)representation, oral history, ethics, gender and class, the natural and built environment, intangible heritage, education vs. entertainment, and social memory.
- The history of public history: Examination of the establishment of public history in the United States and Canada.
- The practice of public history: Through 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 from guest speakers, and participate in workshops. Ordinarily class will be two hours, though on occasion the third hour will be reserved for guest speakers or for special events or workshops scheduled for later in the week. Meetings with

project partners, professional development sessions, and site visits, for instance, will be scheduled on a number of Thursdays and Fridays at particular points in the year due to scheduling conflicts and the need for additional time.

LEARNING OBJECTIVES

At the end of these courses, students will have:

- conducted graduate level research in primary and secondary sources;
- examined 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;
- 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;
- practiced non-traditional historical skills such as project management, team work, and budgeting;
- worked with a number of community stakeholders;
- had opportunities for reflective, collaborative, service-based, and experiential learning;
- made valuable contacts with practicing public historians;
- a clearer sense of the diversity of career options available to them;
- tools, transferable skills, and project experience that will position them to be competitive in the workplace.

READINGS

There is no textbook for this course. Instead, students are asked to complete several assigned readings consisting of journal articles, book chapters, and websites. These will be accessible online through the Web, the Western Libraries Online Catalogue, or the course website (OWL Sakai). Weldon Library has hard copies of most readings. You are encouraged to share them by leaving them in your secure common office space, ie. Lawson Hall 1277.

COURSE WEBSITE

Students should consult the course website through OWL (powered by Sakai) at: <https://owl.uwo.ca/portal> for course information, including the full syllabus, assignment instructions and resources, a calendar of events, links of interest, and course grades.

EVALUATION

Fall 2015

Participation, incl. class discussions, blogging, PDS, etc. (Individual mark)	20%
Canadian Museum of Immigration at Pier 21 research reports (Group mark)	40%
City of London heritage designation report (Individual mark)	25%
Presentation of heritage designation report (Individual mark)	10%
Ignite Talk (Individual mark)	5%

Winter 2016

Participation, incl. class discussions, blogging, PDS, etc. (Individual mark)	20%
Canadian Museum of Immigration at Pier 21 Oral History Project (Pair mark)	70%
World War I Twitter Project (Individual mark)	10%

PARTICIPATION

Because collaborative effort, professional interaction, the sharing of ideas, and oral communication are key elements to practicing public history, our classes will usually assume a seminar format. Participation in discussions is essential to having a quality learning experience. Students are expected to regularly contribute informed and thoughtful opinions on assigned readings and topics. In the event of guest speakers, site visits and workshops, students are expected to be attentive, make comments, and ask questions. Students are also invited to share their thoughts on weekly readings, personal stories and news of any recent events that relate to a particular week's topic through their blogs. Blogging accounts will be created in your fall term Digital History course.

To help students better gauge their performance, participation updates and suggestions for improvement will be given at midway points of both terms. You may come and see your weekly marks at any time. Participation will be assessed on the basis of the following criteria:

Preparation - Evident 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.

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 with project updates. This is also an opportunity to ask questions or seek advice. Some group project meetings may be, or include, meetings with project partners, and may be held outside of the classroom. Groups will also decide to meet at additional times, to be determined by each group and the stage of the project.

DUE DATES AND LATE PENALTIES

Assignments are due on the listed dates. It is especially important to keep to deadlines for those projects involving community partners. A late penalty of 5% for the first day and 2% each day thereafter (including Saturdays and Sundays) will be assessed to submissions by students who do not receive approval for an extension. Extensions may be granted if legitimate circumstances, ie. family emergency, medical concerns, are presented by the student in advance of the due date.

HEALTH & WELLNESS SUPPORT SERVICES

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership for the **Western Student Recreation Centre**: [Western Campus Rec](#)

Numerous cultural events are offered throughout the year. Please check out the **Faculty of Music** web page: [Music Events](#) and our own **McIntosh Gallery**: [McIntosh Gallery Events](#)

Students are encouraged to participate in activities outside of class with your public history classmates, as well as with your history colleagues outside of the public history program and graduate students in other departments. The **Society of Graduate Students**: [SOGS](#) provides a range of excellent resources, and operates the **Grad Club**: [Grad Club](#), which hosts special events throughout the year for your benefit.

Information regarding **health- and wellness-related services** available to students may be found at: [Health & Wellness](#)

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus **mental health resources** may be found at: [Mental Health](#)

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Learning Module](#). This 30 minute module provides participants with a basic understanding of mental health issues and available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After completion of the module, participants receive a certificate confirming their participation.

ASSIGNMENTS (HISTORY 9800 & 9801)

A. GROUP PROJECT

M.A. PUBLIC HISTORY GROUP PROJECT 2015-2016

OUR PARTNER:

THE CANADIAN MUSEUM OF IMMIGRATION AT PIER 21 (CMIP21)

1055 Marginal Road, Halifax, Nova Scotia

<http://www.pier21.ca/home>



Canadian Museum of Immigration at Pier 21

Musée canadien de l'immigration du Quai 21

Pier 21 in Halifax, Nova Scotia was the gateway for almost a million immigrants to Canada between 1928 and 1971. Designated a National Historic Site and opening as a museum in 1999, Pier 21 was declared a National Museum of Immigration in 2009 and in 2011 officially became the Canadian Museum of Immigration at Pier 21 (CMIP21). Its mandate is “to explore the theme of immigration to Canada in order to enhance public understanding of the experiences of immigrants as they arrived in Canada, of the vital role immigration has played in the building of Canada, and of the contributions of immigrants to Canada’s culture, economy and way of life.”



OUR PROJECT:

Students will supply the necessary content for CMIP21’s new virtual gallery exploring the topic of American immigration to Canada. Through research reports and oral history interviews, students will focus on the push-pull factors for American immigrants to Canada, employing a comparative perspective between historical migrations in the 18th and 19th centuries and more recent migrations in the late 20th and 21st centuries. In the fall term, students will work in small groups to complete major research reports and distilled versions of their findings for a public audience on three specific historical topics identified by our CMIP21 partners: Underground Railroad; New England Planters; and Gold Rush immigrants. In the winter term, students will conduct an oral history component for the virtual gallery, which will focus on those who came to Canada from the United States during the modern period, with a preferred emphasis if possible on Vietnam War-era draft dodgers/ conscientious objectors/ war resisters and members of the LGBTQ community. Students will perform all tasks involved in producing an oral history project, from identifying participants and researching the relevant historical context, to conducting, transcribing and completing video post-production of the interviews, and writing a reflective report on the interview process.

B. HERITAGE DESIGNATION REPORT

Don Menard and Kyle Gonyou (Heritage Planners, City of London), the London Advisory Committee on Heritage (LACH), the Architectural Conservancy Ontario (ACO) – London Region, and the SoHo Community Association seek research and documentation of potential cultural heritage resources in the SoHo neighbourhood of London. LACH and the SoHo Community Association will use the information for consideration of a potential Heritage Conservation District (HCD) as well as potential community events (e.g. Jane’s Walks).

Each student will research one property, following the City’s template to assess, its: 1. historical or associative value; 2. design or physical value; 3. contextual value, and make a recommendation as to whether the property merits designation under section 29 of the Ontario Heritage Act.

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

C. ‘LIVE’ TWEETING THE FIRST WORLD WAR FOR THE *LONDON FREE PRESS* @LdnOntWWI

Students will research in the *London Free Press* (ARCC, Weldon Library) in order to prepare 10 months of ‘headline’ tweets and if warranted, pictures of the full article, illustration or advertisement to be attached to the tweet.

D. IGNITE TALK – 29 September, 2015

Public historians need to be able to explain clearly and concisely their expertise and their research to potential employers, the public, and in networking situations. This is your “elevator speech.” To practice these skills, especially in light of the ActiveHistory.ca conference later in the week in which this talk is scheduled, each student will present a 5 minute Ignite Talk on a cultural or historical topic of their choice. Ignite Talks have 15-20 automatically advancing slides (one every 15 seconds) which focus on visuals rather than text. Talks of these kind are becoming popular at conferences as well. Students are expected to provide constructive feedback in class for each talk. Students will be graded on the strength of their presentations, based on selection of images; delivery of material; and evidence of preparation.

CONFERENCES, 2015-2016

- Canadian Historical Association (CHA) Annual Meeting, Calgary, AB, May 30- June 1, 2016, “Stories”: <http://www.cha-shc.ca/english/what-we-do/annual-meeting/2016-cha-annual-meeting-university-of-calgary.html#sthash.1lvxmyw8.5E6IFI6s.dpbs>
- National Council on Public History (NCPH) Annual Meeting, Baltimore, MD, 16-19 March. 2016, “Challenging the Exclusive Past”: <http://ncph.org/cms/conferences/2016-annual-meeting/>
- Ontario Heritage Conference, Stratford/St. Mary’s, May 12-15, 2016, “Preservation in a Changing World”: <http://www.communityheritageontario.ca/2016-ohc-stratford-st-marys>
- Ontario Museum Association Annual Conference, Windsor, November 4-6, 2015, “Redefining Borders”: <https://members.museumsontario.ca/programs-events/conference/conference-program>

COURSE SCHEDULE

FALL 2015

- 10 September: Welcome/ Introduction**
1:00pm - 3:00pm
Lawson Hall 2269, UWO
- 15 September: CMIP21 Group Project**
11:30am – 12:15pm
Lawson Hall 2270c, UWO
- What is Public History? Who is ‘The Public’?**
12:30pm - 1:30pm
Lawson Hall 2270c, UWO
- 18 September: CMIP21 Group Project - Consultation**
10:00am - 12:00pm
Lawson Hall 1218, UWO
- 22 September: CMIP21 Group Project – Group Contracts Due**
- Twitter Project - Division of two-week maintenance periods**
- Representation and Inclusivity in National Historic Sites & Museums**
11:30am - 12:45pm
Lawson Hall 2270c, UWO
- Site Visit to Archival Research & Collections Centre (ARCC)**
1:00pm - 2:00pm
D.B. Weldon Library, UWO

- 25 September: Site Visit to Oil Museum of Canada
8:00am – 5:00pm
Oil Springs, ON
- 29 September: Ignite Talks
11:30am – 1:00pm
Lawson Hall 2270c, UWO
- 01 October: Professional Development Series – Christopher Moore
12:00pm – 1:00pm
Social Science Centre 9420, UWO
- 02 October – 04 October
ActiveHistory.ca Conference
Huron University College, London, ON
- 06 October: No Class!
- 13 October: Writing for the Media Workshop with Jonathan Vance
11:30am – 1:30pm
Lawson Hall 2270c, UWO
- 16 October: Undergraduate History Society Trip (OPTIONAL)
8:00am – 9:00pm
Fort York, Toronto, ON
- 20 October: The Summer Internship: Preliminary Thoughts
11:30am – 2:00pm
Lawson Hall 2270c, UWO
- 21 October: SoHo Community Association Meeting
7:00pm – 9:00pm
Maple View Terrace, 279 Horton St. East, London, ON
- 23 October: Convocation Brunch (OPTIONAL)
10:00am – 1:00pm
Grad Club, UWO
- 27 October: CMIP21 Group Project - First Research Report & Annotated Bibliography Due

Heritage Designation Project Consultation & Property Selection
11:30am – 12:30pm
Lawson Hall 2270c, UWO

Archival Materials Workshop
12:45pm – 2:00pm
ARCC/ D.B. Weldon Library

03 November: Heritage Designation & Heritage Conservation Districts
1:00pm – 2:00pm
Lawson Hall 2270c, UWO

10 November: CMIP21 GPM – Research Report Update
1:30pm – 2:30pm
Lawson Hall 2270c, UWO

17 November: Heritage Tourism
11:30am – 1:00pm
Lawson Hall 2270c, UWO

24 November: Heritage Designation Update
11:30am – 12:30pm
Lawson Hall 2270c, UWO

25 November: Heritage Designation Project Presentations
6:30pm – 9:00pm
London City Hall, 300 Dufferin Avenue, London, ON

01 December: CMIP21 Group Project - Research Reports Due

08 December: Heritage Designation Reports Due!

CMIP21 Group Project - Feedback Session
11:30am – 12:30pm
Lawson Hall 2270c, UWO

15 December CMIP21 Group Project – Final Reports Due

WINTER 2016

- 05 January: **CMIP21 Group Project – Part II Introduction**
11:30am – 12:30pm
Lawson Hall 2270c, UWO
- 12 January: **Oral History**
11:30am – 1:30pm
Lawson Hall 2270c, UWO
- 15 January: **CMIP21 Group Project - Oral History Workshop**
10:00am – 4:00pm
Lawson Hall 1218, UWO
- 19 January: **CMIP21 GPM – Identifying Interviewees & Researching Bios**
11:30am – 12:30pm
Lawson Hall 2270c, UWO
- 26 January: **Material Culture Workshop – Western Medical Artifact Collection**
11:30am – 1:30pm
Lawson Hall 2269, UWO
- 02 February: **Environment & Preserving Cultural Landscapes**
11:30am – 2:00pm
Lawson Hall 2270c, UWO
- 08 February: **Professional Development Series - Sean Stoyles**
2:30pm – 4:00pm
STVH 1119, UWO
- 09 February: **The Summer Internship**
11:30am – 1:00pm
Lawson Hall 2270c, UWO
- 12 February: **CMIP21 Group Project – Oral History Interview Participants Identified**
- 23 February: **CMIP21 GPM - Project Update (Pre-interviews)**
Twitter Project – Division months, Oct. 1916/2016 - end July 1917/2017
War, Memory and Commemoration

- 01 March:** Oral History Interviews
- 08 March:** Oral History Interviews
- 15 March:** Oral History Interviews
- 22 March:** CMIP21 GPM - Update
- 29 March:** CMIP21 Group Project – Transcription & Post-production
- 05 April:** Final Oral History Projects Due to Project Partners
(Including all materials, ie. audio recordings; post-production video stitching; transcriptions; lists of questions; reflective reports; release forms)
Groups submit summary of contributions form and peer-review forms
- 22 April:** Twitter Reports Due