

HIS9800: PUBLIC HISTORY - THEORY, HISTORY & PRACTICE

HIS9801: PUBLIC HISTORY GROUP PROJECT

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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 Canadian museums, archives, government agencies and the individuals key to their development.
- **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 partners which will not necessarily take place in the classroom. The 3rd hour will mostly be used for our Professional Development series and any additional student-scheduled in-house group project meetings, as needed. Some PD seminars may be slotted on other days when speakers' schedules conflict with ours or we need more time.

Learning Objectives

At the end of these courses students will have:

- conducted graduate level research in primary and secondary sources;
- 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;
- opportunities for reflective, service-based, and experiential learning;
- contacts with practicing public historians.

Readings

Most readings are online, through the library catalogue (**LC**), the digital repository (**DR**), or as noted below. The DR is here: www.history.uwo.ca/gradstudies/gradcourses/9800A/readings/ **User name:** uwoph. **Password:** repository. **Note:** Check page numbers carefully as some excerpts are longer than you are required to read.

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, City Heritage Planner, and the London Advisory Committee on Heritage seek research and documentation on the SoHo (south of Horton) area. LACH will use this information to potentially move forward with designation and the City of London may include it in the SoHo Community Improvement Plan. Because this area surrounds the Red Antiquities Building project (see <http://www.redantiquitiesbuilding.com/> and <http://www.acolondon.ca/acolondon/SRAB.html>), the Architectural Conservancy of Ontario, London Branch, is also interested in our research. An exhibit version of this research will be mounted in the Schweitzer Gallery at ARCC in December.

Each student will research a building, following the city's template to assess under the *Ontario Heritage Act* its: 1. historical or associative value; 2. design or physical value; 3. 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/occupiers 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) or ask for the file compiled at ARCC of the 2010 and 2011 reports.

Because the houses are located in close proximity, houses of similar age may share some of the same information eg: the same builder or same owner, 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. Read about the SoHo plan here: http://www.london.ca/d.aspx?s=/Reference_Documents/Soho.htm and here: http://www.london.ca/Reference_Documents/PDFs/Regeneration_South_of_Horton_Street_Reportnew.pdf

Weldon, ARCC, and the London Room (main branch, 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 has the original LACAC files; and the Durand, Tracy, Robinson, and Moore architecture co. plans which may have designed some buildings. The 1851, 1901 and 1911 censuses are searchable here: www.automatedgenealogy.com. The 1901 census here also allows you to connect addresses to households. 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. The Public Library system has free access to Ancestry.ca.

We will have introductions to the collections at ARCC, and instructions will be provided for the records 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. *Modest* photocopying charges will be reimbursed.

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 a final report, all students should compile their reports on one CD for LACH and on another 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 2 additional hard copies and sign the ARCC release form in order that they can be donated to ARCC and the London Room, 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*. UMP, 1984.

Deliverables

- a short report (approx. 8 pages of text plus photos, maps, charts) using the city's template, assessing the significance of your building, including comprehensive footnotes and bibliography
TIP: this project could easily grow in size, so keep page limits in mind
- a 5 minute presentation of your report to LACH for feedback and revision
- a maximum 250-word statement written for the public, and suitable for a house plaque or walking tour statement, highlighting the 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 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 reinforce your argument and/or 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 which highlights the significance of your house
- an exhibit using your short statement and visuals for the Schweitzer Gallery in ARCC (an additional exhibit intro statement will need to be written)

List of Houses

155 Clarence St., Side Hall Plan Cottage, c1895, Priority 2

117 Wellington St., Side Hall Plan Cottage, c1883, Priority 2*
 119 Wellington St., Side Hall Plan Cottage, c1883, Priority 2*
 139 Wellington St., Georgian Revival, 1868, Priority 2
 154 Wellington St., Italianate, 1875, Priority 2
 169 Wellington St., Queen Anne, 1890, Priority 2
 308 South St., Queen Anne, 1888, Priority 2
 267 Hill St., Ontario Cottage, 1881, Priority 1*
 320 Hill St., unlisted*
 225 Grey, Side Hall Plan Cottage, c1886, Priority 1
 309 Grey St., Ontario Cottage, 1874, Priority 2
 301 Simcoe St., Italianate, 1877, Priority 2
 308-10 Simcoe St., 1881, Priority 2
 306 Simcoe St., c1880-90, unlisted
 10 Henry St., Gothic, c1876, unlisted
 195 Colborne St., Queen Anne, 1881, Priority 2

Timeline

Consultation with ARCC	September 20, 2011
Consultation with Don Menard	September 27, 2011
GIS Workshops with Don Lafreniere, Geography	October 18 and 25, 2011
Presentation of report to Don Menard and LACH	December 7, 2011 (To be confirmed)
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.

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.**

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 or other local papers
- The History News Network <http://hnn.us/>
- *Canada's History* website www.history.ca/ and guest blog <http://www.canadashistory.ca/Education/Young-Historians.aspx>
- Guest blogs for <http://ActiveHistory.ca>, the Bata Shoe Museum, the Peterborough Museum and Archives
- *Canadian Monarchist* magazine
- *Western News* <http://communications.uwo.ca/com/>
- 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 for 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	January 31, 2012
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 Smart Phone Application

The Project

The War of 1812 South Western Ontario Region (Kent/Essex counties) established by the Ontario Ministry of Tourism and Culture seeks research and development of a GPS-guided smart phone application in order to document, commemorate, and promote sites and institutions related to War of 1812. This tour will follow Major-General Henry Proctor, his British troops, the militia, and First Nations allies, largely led by Tecumseh, as they retreated from Detroit to the Niagara peninsula in 1813, part of which will be featured through the new Tecumseh Parkway. This application should be multi-sensory, educational and entertaining. For example, a visitor at the Tecumseh monument could flip through photographs of the installation of the monument, 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 produce the content for the smart phone application. Students will direct and complete all phases of the project preparation including: primary and secondary source research; theoretical and methodological research on other augmented reality projects to direct their approach; 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 to include relevant exhibits. For those sites included in the Tecumseh parkway, students will use the signage as a *starting point* for expansion and enrichment, rather than duplicating completed efforts.

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

After our initial consultation with Charlene Houle on October 7th, students should form their smaller groups and chose the group of sites they will research. While students will work in these 4 smaller groups of 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. The larger group should also plan how to approach non-partner institutions for research/video/music/artifact/photo reproductions; rather than have each group make contact, the process should be streamlined with one larger group request. In April, the finished product will be turned over to a design company to convert the material to a smart phone application during the summer of 2012.

The Ontario Visual Heritage Project will be filming an educational documentary in the fall of 2011, and

may provide us with media that can be used as visual elements for the smart phone application. Contact: Zack Melnick, Director, zach@visualheritage.ca. See <http://www.visualheritage.ca/>.

It is recommended that any filming/photography done by students should also take place in the fall, in order to replicate the scenery that would have been the background of Proctor's retreat. Public use music has also been produced the 1812 Songwriting Project by the musical collective *Same Latitude as Rome*. See <http://www.samelatitudeasrome.com/>.

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.

Our Partners

South Western Ontario 1812 Region – Contact: Charlene Houle, Project Facilitator. Email: charleneh@chatham-kent.ca. Website: <http://www.1812ontario.ca/>

Tecumseh Parkway Committee – Contact: Dave Benson, Director, Chatham-Kent Museum and Archives. Email: daveb@chatham-kent.ca
Website: <http://www.chatham-kent.ca/recreation+and+tourism/heritage+and+museums/chatham-kent+museum/about/Introduction+and+History.htm>

In addition to these main partners, students will meet and liaise with other institutional stakeholders relevant to their sites, including: Fort Malden National Historic Site; Francois Baby House/Windsor Community Museum; Friends of the Tecumseh Monument; Fairfield Historic Site. These individuals will assist in research at their institutions, and provide feedback in the winter.

As well, **Canada's National History Society** is looking for short oral history videos on the War of 1812 for their website. Our contact is Joel Ralph, Manager of Education and Outreach Programs. See: www.canadashistory.ca/Education/The-New-Digital-History-Education-%282%29/The-New-Digital-History-Education-%281%29.aspx. The videos used for the smart phone app can be submitted to the CNHS for mounting on the website, if approved.

Our Audience

The Ministry of Tourism calls the War of 1812 Bicentennial 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 Ontario, the smart phone app will be a valued-added product for those visiting museums, and attending battle re-enactments and national celebrations. For analysis of the audience, see:

Ontario Ministry of Tourism and Culture. *War of 1812 Bicentennial Analysis. Initial Assessment of Marketing Opportunity*. June 2009. **(DR)**

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/sstudies.html>

Tecumseh Parkway Committee. Tecumseh Parkway powerpoint **(DR)**.

Potential Sites

The following list has been provided for us by our community partners. If students find an additional site that should be included, please discuss with the instructor immediately. A detailed list is on the **DR**.

Student groups have been divided 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.

For the sites located within the Parkway, the specific physical location of the tourist stops have already been determined by the Committee. Other sites could be noted separately, or packaged together.

Each type of site presents a different challenge. For example, the material about Tecumseh, or that available at a museum or NHS site may be difficult to narrow down, while the challenge for the plaque-only sites will be to find additional contextual material. Groups including sites of the Tecumseh Parkway will be challenged to extend and enrich the content of the already determined signage.

Group	Site	Site	Location	Parkway
Group 1	1	King's Navy Yard Park	Amherstburg	No
	2	Fort Malden NHS	Amherstburg	No
	3	Elliott's Site; Elliott's Point	Amherstburg	No
	4	Fort Covington	Amherstburg	No
	5	Brock/Sandwich St. Corner; Brock St. School; St. John's Church; McKenzie Hall	Amherstburg	No
	6	Francois Baby House Museum	Windsor	No
Group 2	7	Mouth of Thames River at Lake St. Clair	Between Tilbury/East Dover townships	No
	8	Trudelle Farm	Conc 1, Lots 6 & 7, Tilbury East Township	Included in Site 1

	9	St. Peter's Church	Tilbury	Site 1
	10	Drake Farm	Lot 7, Raleigh Township	Site 2
	11	McCrae House	Lots 16 & 17, Raleigh Township	Site 3
	12	Dolsens	Lot 19, Raleigh Township	Site 4
Group 3	13	Forks of the Thames (now Tecumseh Park)	Chatham	Sites 5 & 6
	14	Thames River/US encampments at Bowles Farm* and Traxler's Farm	Thames River, 1 mile from Forks/Lots 9 & 10, Harwich Township	Site 7
	15	Arnold's Mill**/ford at Howard's bridge	Lot 3, Howard Township	Site 8
	16	Sherman's Farm/ Richardson's Farm	Lot 15 & 12, Camden Township (Thamesville)	Site 9
Group 4	17	Battle of the Thames/ Moraviantown	Approx. 1.5 miles from Fairfield	Included in Site 10
	18	Fairfield NHS	Longwoods Road, near Bothwell	Site 11
	19	Tecumseh Monument Site	Longwoods Road, east of Thamesville	Site 10 - Includes Battle of Thames
	20	Battle of Hungerford (Reservoir) Hill	Byron, London	No
	21	McNames gravesite, Brick Street Cemetery	Commissioners Rd, London	No
	22	Battle of Longwoods Site	Outside Glencoe, on Longwoods Road	No

*Bowles farm has been suggested also to have been located at Lot 4, Chatham township and Lot 11, Chatham township

**Other sources locate the mill at Lot 4, Howard township

Budget

This project has been awarded a UWO Community Service Learning grant of \$2000 to fund the travel needed to conduct the research in archives across 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 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.

Research & Travel

Research will be conducted in secondary sources about the War of 1812, early Upper Canadian history, and First Nations history, in published primary sources, at your partner museums, and in archival collections. The following is a list of area archives with potential holdings, but is intended as a **starting point**. Other institutions, such as the Canadian War Museum and the Royal Ontario Museum hold related artifacts, and you may wish to include photos of such artifacts.

******Some of the relevant archival collections will have finding aids and be well indexed; others will have none. Be sure to generously allocate time to go through such archival collections.

- Western Archives
- Chatham-Kent Museum and Archives, Chatham
- Archives of Ontario, York University, Toronto. For an overview, see <http://www.archives.gov.on.ca/english/on-line-exhibits/1812/sources.aspx>.
- Fort Malden National Historic Site – much of this is rare books that might be found at Western, but they also have copies of primary documents from the Burton collection in Detroit.
- University of Windsor, Archives and Special Collections. See <http://web4.uwindsor.ca/units/leddy/leddy.nsf/RBSC?OpenForm>
- Windsor Public Library Community Archives. For a guide to holdings, see <http://www.windsorpubliclibrary.com/branches/archives/hours.php#about>.
- Francois Baby House/Windsor Community Museum. See <http://www.citywindsor.ca/002824.asp> for an overview of its collections.
- Library and Archives Canada, Ottawa. Many of their collections can be ordered on microfilm through RACER. Unfortunately, our budget cannot cover trips to Ottawa.
- Ontario Heritage Trust. Each time a site is plaqued, the OHT commissions a research report, and it has agreed to give us access to the following site reports for research purposes, if needed: James Baby (at Baby House); Hull's Landing, 1812; Lt-Col. William Caldwell; St. John's Church; Col. Matthew Elliott; Skirmishes at the Canard River; New Fairfield

How to Begin?

Watch the powerpoint presentations of the Tecumseh Parkway, and the Ontario Ministry of Tourism and Culture, *War of 1812 Bicentennial Analysis. Initial Assessment of Marketing Opportunity* on the DR.

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

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

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

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

Check out similar apps such as the Niagara War of 1812 smart phone project: www.ihistorytours.com/ or for download at iTunes <http://itunes.apple.com/app/id381451662>; Zeitag TO, also available on iTunes: <http://itunes.apple.com/ca/app/zeitag-to/id433502135?mt=8#>; or Historical Markers: <http://itunes.apple.com/us/app/historical-markers/id355474646?mt=8>

Read theoretical and methodological case studies of similar location-based, mobile, and augmented reality projects such as in:

de Souza e Silva, Adriana and Daniel M. Sutko, eds. *Digital Cityscapes: Merging Digital and Urban Playscapes*. New York: Peter Lang, 2009.

Smart Environments and their Applications to Cultural Heritage. Conference Papers. <http://public-repository.epoch-net.org/publications/SMART/SMART.pdf>

Deliverables

- Research report and annotated secondary source bibliography, including methodological/theoretical readings
- 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, including: visits to archives or museums; meetings attended or future meetings set up; oral histories conducted; contacts with local professionals made; any group decisions; visuals ordered and/or photographs taken; and next steps to pursue.. The annotated bibliographies will suggest why each will be useful (or not) to the group, and may also indicate potential visual materials.

Timeline

Meet with Charlene Houle	October 7, 2011
Groups formed	October 11, 2011
Meet with ARCC	October 18, 2011
1 st report due	November 29, 2011

2 nd report due	February 7, 2012
1 st draft due – sent to partners for feedback	March 6, 2012
Budget due	March 6, 2012
2 nd draft due	April 3, 2012
Final product due	April 24, 2012
Permissions for visual material submitted	April 24, 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**, with 4 exceptions -- participation in the ARG project; installation of the 130th Medical School Anniversary exhibit; site visits to the Oil Museum of Canada/Fairbank Oil Property/Uncle Tom’s Cabin; and the OARN conference. 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 are scheduled on Thursdays. Site visits and extended workshops generally occur on Fridays in order to allow for more time.

September 2011, “Playing with History” Augmented Reality Game Project

Students may participate as testers for a historically-based Alternate Reality Game (ARG) developed as part of the “Playing with History” project at Western’s History Department. The game requires players to solve a fictional mystery by exploring the history of significant events in the London area. In groups, players will crack codes, solve riddles, and collect clues on the internet, in libraries, and at historical sites. The developers look forward to receiving feedback from public history students in terms of what works, what does not work, and how the idea of an ARG can be applied to museums, historic sites, and education. Interested students will receive an e-mail in mid-September. The game will conclude on the evening of **Friday, September 30th** at a reception at a local heritage institution. For an explanation of ARGs see: <http://www.argn.com/what.html>.

Friday, September 23rd, 2011, Site Visit, 10am-noon

Banting House National Historic Site

September 26th, 2011, Indigenous Heritage, 3:00-4:30

Dr. Laurajane Smith, ARC Future Fellow, Australian National University

September 26th, 2011, 130th Medical School Anniversary Exhibit

Students may assist Prof. Shelley McKellar in installing this exhibit. More details to come.

Friday, October 14, 2011, Site Visits

In conjunction with the Undergraduate History Society, site visit to the Oil Museum of Canada, the Fairbank historical oil field, and Uncle Tom's Cabin (bus/admission is covered by the program, but lunch and dinner are your responsibility). 7 places have been saved for us, but more may become available closer to the date.

Thursday, October 27, 2011

Alumni/new students get-together at Grad Club

Friday, October 28, 2011, Museum Workshop, 10-3pm

In this 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; and basic collections care and the museum environment. Led by Michelle Hamilton.

November 1, 2011, Internship Workshop

Dana Thorne, Historian, Lambton Room, and former Lambton County Fellow; and Jennifer Nelson, Intern at the National Museum/Library of Scotland. Each will provide advice about internships and how to be successful in breaking into the Public History field more generally.

November 17, 2011, Ontario Augmented Reality Network Conference

Check out the OARN website at: <http://oarn.net/>. More details to come.

Tuesday, December 6, 2011, 12:45

Prof. Michael Brescia, Associate Curator of Ethnohistory, Arizona State Museum, <http://www.statemuseum.arizona.edu/index.shtml>

Tuesday, January 31st, 2012, Writing Workshop

With Prof. Jonathan Vance

Friday, February 3, 2012, Museum Workshop II, 10:00-noon

Museum education with Steve Mavers, Curator of Education, Museum London/Eldon House

Monday, February 6, 2012, 1:30-2:30

Sean Stoyles, Senior Researcher, Canadian Development Consultants International

Tuesday, February 13, 2012, Material Culture Workshop, 1:15-2:30

Led by Michelle Hamilton. Room TBA.

Tuesday, February 28, 2012, Industrial Landscapes

Dr. Chris Andreae, Senior Built Heritage Specialist, Golder Associates

Thursday, March 8, 2012, 3-4pm

Dr. Forrest Pass, Canadian Heraldic Authority

Tuesday, March 13, 2012

Gregory Klages, Project Manager, Great Unsolved Mysteries in Canadian History,

Tuesday, March 20, 2012, Dramatizing History

Dr. Mark Tovey, Garrison Theatricals, www.garrisontheatricals.com/

**A final speaker, Hayley Andrew, formerly of Buckingham Palace Collections may be scheduled.

Volunteer & Other Opportunities, 2010-11

- **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 volunteer members. See www.acolondon.ca/acolondon/Welcome.html
- **London Medical Historical Association** features guest speakers. For more, see Hamilton.
- **The London and Middlesex History Society**. See <http://www.londonhistory.org/>
- **London Heritage Council** needs volunteers for **Doors Open London**, September 17-18, 2011. See <http://www.doorsopenlondon.ca/>
- **The Past Around Us: Historical Consciousness in the 21st Century Conference**, part of the Canadians and their Pasts project, September 29-October 1, 2011, Quebec City. See <http://www.canadiansandtheirpasts.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
- **OMA Conference**, November 2-4, 2011, Kitchener-Waterloo. See <http://www.museumsontario.com/en/41.html>
- **The Great War: From Memory to History, UWO Conference**, November 10-12, 2011. See <http://www.history.uwo.ca/memorytohistory/index.html>
- **CMA 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. See <http://www.baylor.edu/oralhistory/index.php?id=64470>
- **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, ACO**, London, June 3, 2012 needs guides to interpret the houses. See www.acolondon.ca/acolondon/Events.html

*More opportunities will likely arise throughout the year, and we will forward these 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>

Course Schedule

Week	Date	Topic	Notes
	Sept. 8	Introduction	11:15-12:30 Lawson Hall Room 2269 5pm - Department Social, Grad Club
1	Sept. 13	'Academic' History, 'Public' History & 'Heritage'	<i>Doors Open</i> this weekend
2	Sept. 20	GPM: Archival Materials Workshop	We visit ARCC
2	Sept. 23	Site Visit: Banting House National Historic Site	Meet at Banting House, 10am
3	Sept. 27	Designation & Preservation: Built Heritage	Meet Don Menard at 1pm FDV's 1812 <i>Grand Tactical Re-enactment</i> this weekend
4	Oct. 4	The Public	
4	Oct. 7	GPM: Familiarity tour of 1812 sites	
5	Oct. 11	NO CLASS	
5	Oct. 14	PDS: Site visits: Oil Museum/Fairbank Historic Oil Property/Uncle Tom's Cabin	
6	Oct. 18	GIS Workshop I, with Don Lafreniere GPM: 1812 ARCC visit	Geography, SSC 1316a 1pm at ARCC
7	Oct. 25	GIS Workshop II, with Don Lafreniere	Geography, SSC 1316a
7	Oct. 27	PDS: Alumni/new students get-together at Grad Club	At 4pm
7	Oct. 28	PDS: Museum Workshop I	10-3pm
8	Nov. 1	Internship Workshop: Preliminary Thoughts	Guests: Jennifer Nelson; Dana Thorne
9	Nov. 8	The History of Public History	

10	Nov. 15	Designation & Preservation: Sites	OARN conference Nov. 17
11	Nov. 22	GPM	
12	Nov. 29	Heritage Tourism **1st Research Report due	
13	Dec. 6	Cultural Representation PDS: Prof. Michael Brescia, Arizona State Museum	
13	Dec. 7		At City Hall, 6pm
14	Dec. 12-16 Dec. 16	**LACH final reports due	

Week	Date	Topic	Notes
1	Jan. 10	GPM	
2	Jan. 17	War & Commemoration	
3	Jan. 24	Oral History & Ethics	
4	Jan. 31	PDS: History & the Media: Writing Workshop, Prof. Vance	
4	Feb. 3	PDS: Museum Workshop II, with Steve Mavers	10-noon pm at Museum London
5	Feb. 6	PDS: Sean Stoyles, CDCI	In History 3813
5	Feb. 7	Internship Workshop **2nd research report due	
6	Feb. 14	GPM PDS: Material Culture Workshop	1:15-2:30pm

7	Reading Week Feb 20-24		
8	Feb. 28	Environment & Landscape PDS: Dr. Chris Andreae, Golder Associates	
9	Mar. 6	PDS: Museum Workshop III, with Michelle Hamilton **1st draft due including budget	
9	Mar. 8	PDS: Dr. Forrest Pass, Canadian Heraldic Authority	3-4pm
10	Mar. 13	GPM PDS: Dr. Gregory Klages, Great Unsolved Mysteries in Canadian History	
11	Mar. 20	Dramatizing History PDS: Dr. Mark Tovey, Garrison Theatricals	
12	Mar. 27	Cultural Property & Repatriation	
13	Apr. 3	Inclusivity **2nd draft due	
14	Apr. 10	GPM	
	Apr. 24	**Group Project due including permissions	
	Apr. 30	**Communicating History to the Public due	

Fall 2011

September 8th: Introduction

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

Homework:

- Join UWO Public History Alumni Facebook group at <http://www.facebook.com/home.php?#!/group.php?gid=62761822253>
- Join the UWO Public History LinkedIn network
- 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/
- If you have not already done so, 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, networking, conferences etc..

- 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)**

Jenkins, Keith. "But 'the past' is not history..." *Refiguring History: New Thoughts on an Old Discipline*. London: Routledge, 2003, 36-9. **(LC)**

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.

Readings:

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

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.

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.
- Read the SoHo plans: http://www.london.ca/d.aspx?s=/Reference_Documents/Soho.htm and http://www.london.ca/Reference_Documents/PDFs/Regeneration_South_of_Horton_Street_Reportnew.pdf

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)? What do they know, what do they want, and how do we figure it out? How can institutions engage the public? How can Simon's and deGroot's findings be applied to other 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)**

De Groot, Jerome. "Genealogy: Hobby, Politics, Science." *Consuming History: Historians and Heritage in Contemporary Popular Culture*. New York and London: Routledge, 2009, 73-89. **(DR)**

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 4: GPM

On October 7th, we meet with Charlene Houle, 1812 Project Coordinator for the Southwest Region, and our other partners. We will also take a 'FAM' tour of the route.

Preparation:

- Browse the Chatham-Kent Tourism page: <http://portal.chatham-kent.ca/tourism/ThingstoSee/Pages/warof1812.aspx>
- Browse the Western Corridor region page: <http://www.westerncorridor1812.com/>
- Browse the Southwest region page: <http://www.1812ontario.ca/>

Readings:

Ontario Ministry of Tourism and Culture. *War of 1812 Bicentennial Analysis. Initial Assessment of Marketing Opportunity*. June 2009. **(DR)**

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/sstudies.html>

Tecumseh Parkway Committee. Tecumseh Parkway powerpoint **(DR)**.

Week 5: No Class

Week 6: GIS Workshop I/GPM

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.

At 1pm, we return to ARCC for an 1812 archival materials introduction with Tom Belton.

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 with Don Lafreniere. This class will be 3 hours.

Week 7: PDS: Museum Workshop I

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; and basic collections care and the museum environment. Led by Michelle Hamilton.

Reading:

Alexander, Edward P. and Mary Alexander. *Museums in Motion: The Introduction to the History and Function of Museums*. 2nd Ed. New York: Altamira, 2008, 187-234. **(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. **(Hamilton's office)**
- If needed, consult AHA and NCPH, *Careers for Students of History*. 2002. **(Hamilton's 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 the importance of Loyalism and the War of 1812 in nineteenth-century Ontario, 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, 54-73. **(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. **(LC)**

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, 1-21. **(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? 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:

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)**

St. Denis, Guy. "Shaping the Mystery." *Tecumseh's Bones*. Montreal: MQUP, 2005, 10-21. **(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 integrity? How are tourism communities – rather than tourists – affected? Does heritage tourism really produce economic gain? 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.

In the 3rd hour, Prof. Michael Brescia of the Arizona State Museum will join us.

Readings:

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: UP, 1996, 3-11. **(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)**

Winter 2012

Week 1: GPM

Week 2: War & Commemoration

How do you celebrate an event in which one side was the 'victor' and the other the 'loser'? Can a former war or battle site promote peace? Is there a difference between 'tourists,' 'travellers,' and 'pilgrims' to battle sites? Does tourism trivialize war? How does the commemoration of war, death and genocide build a nation? Whose 'nation' is it anyway, and who gets marginalized? Is there room for "difficult knowledge" in commemoration? Does the need for commemoration justify myth-making? We also discuss these themes in relation to our group project.

Readings:

Lloyd, David. *Battlefield Tourism: Pilgrimage and the Commemoration of the Great War in Britain, Australia and Canada, 1919-1939*. Oxford and New York: Berg, 1998, 13-48. **(DR)**

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 H-Canada, H-Net, 2007. **(DR)**

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

Long, Colin and Keir Reeves. "'Dig a hole and bury the past in it:' Reconciliation and the Heritage of Genocide in Cambodia." *Places of Pain and Shame: Dealing with 'Difficult Heritage.'* Ed. W. Logan and K. Reeves. New York: Routledge, 2009, 68-81. **(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)**

Sheppard, George. "'Deeds Speak:' Militiamen, Medals, and the Invented Traditions of 1812." *Ontario History* 82, 3 (1990): 207-32. **(DR)**

Week 3: Oral History & Ethics

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? Can there/should there be "shared inquiry"? How has digital technology changed oral history?

Preparation:

- Skim UWO Research Ethics Board, Section #1. New Protocol Submissions, Protocol Submission Form (3-F-001) at <http://www.uwo.ca/research/ethics/forms-nmreb.html>

Readings:

High, Steven. "Telling Stories: Oral History and New Media." *Oral History* 38, 1 (2010): 101-11. **(DR)**

Portelli, Alessandro. "Peculiarities of Oral History." *History Workshop Journal* 12 (1981): 96-107. **(DR)**

Parr, Joy, Jessica Van Horssen, and Jon van der Veen, "The Practice of History Shared across Differences." *Journal of Canadian Studies* 43, 1 (2009), 35-58. **(LC)**

Yow, Valerie R. "Oral History and Memory," and "Legalities and Ethics." *Recording Oral History: a Guide for the Humanities and Social Sciences*. Walnut Creek: AltaMira Press, 2005, 35-58, 121-49. **(Weldon or Google books)**

Week 4: History & the Media

Preparation:

- Several days before class, Prof. Vance will contact you with your individual assignments.

- Watch the short video tutorial about writing query letters here: <http://www.crymble.ca/adam/public-history-2011/>
- Read the successful *Canada's History* query by Forrest Pass **(DR)**

The class will be devoted to assessing the results of the Prof. Vance's assignments. Prof. Vance will also speak on working with the media and on the historian as public figure.

This workshop provides advice on breaking into the world of non-academic publishing. While many of us will never be well-known or well-paid authors, most of us *will* write for the public in some way, whether it be exhibit panels, virtual exhibits, blogging or using other social media to increase your institution's profile, delivering museum educational programs, defending heritage designations, or even just trying to convince a museum board to accession artifacts. The skills learned in this workshop – assessing audience, gauging level of vocabulary, 'hooking' interest, creating a non-academic tone, conveying your point quickly and convincingly – are all applicable to these situations. And of course, the lessons here should be applied to writing our smart phone text.

Week 4: PDS: Museum Workshop 2

Introduces principles of museum education. Led by Steve Mavers, Curator of Education, Museum London/Eldon House.

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, 257-80. **(DR)**

Dean, David. *Museum Exhibition: Theory and Practice*. New York: Routledge, 2005, 19-31. **(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)**

Week 5: PDS

Sean Stoyles, Senior Researcher, CDCI, will talk about the historical consulting business. As part of History 3813, it will occur during class time, 12:30-2:30.

Week 5: Internship Workshop

A more detailed discussion of your individual internship workplan and potential host institutions.

Week 5: PDS

Dr. Forrest Pass, Canadian Heraldic Authority, talks about working for the federal government.

Week 6: GPM

Week 7: Reading Week

Week 8: 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 does landscape = identity? How can academics translate environmental history to the public? Is understanding of the past even more important for environmental history? Do topics like the environment turn 'public history' into 'active history'? In our 3rd hour, Chris Andreae, Golder Associates, talks about industrial landscapes.

Preparation:

- Watch one podcast of your choice from *Nature's Past* at <http://niche-canada.org/naturespast>

Readings:

Campbell, Claire. "It Was Canadian, Then, Typically Canadian:" Revisiting Wilderness at Historic Sites." *British Journal of Canadian Studies* 21, 1 (2008): 5-34. **(LC)**

Conard, Rebecca. "Spading Common Ground: Reconciling the Built and Natural Environments." *Public History and the Environment*. Ed. M.V. Melosi and P.V. Scarpino. Florida: Krieger, 2004, 3-22. **(DR)**

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

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

Week 9: PDS: Museum Workshop 3

This workshop introduces basic exhibit design principles. Led by Michelle Hamilton.

Reading:

Alexander, Edward P. and Mary Alexander. *Museums in Motion: The Introduction to the History and Function of Museums*. 2nd Ed. New York: Altamira, 2008, 235-56. **(DR)**

Dean, David. *Museum Exhibition: Theory and Practice*. New York: Routledge, 2005, 32-66, 91-131. **(DR)**

Gillam, Robyn. "A Joke, Some Ideas, and a Personal Reminiscence." *Hall of Mirrors: Museums and the Canadian Public*. Banff: Banff Centre Press, 2001, xiii-xxiii. **(DR)**

Week 10: GPM

Week 11: Dramatizing History

What challenges does a public historian face when turning research into fiction or drama? What

characterizes the performance of history? Where is the line between fiction/non-fiction, between documentary/docu-drama? Does the performance of history need to be accurate or authentic? Will the audience notice? Do the subjects of docu-dramas or documentaries have the right to control content? Is the re-enactment of war a commemoration or a trivialization? Can drama enrich more traditional institutions such as museums? How do museums turn 'visitors' into an 'audience'? In our 3rd hour, Mark Tovey of Garrison Theatricals will join us.

Preparation:

- Assess 1 historical play by Dramamuse at the Canadian Museum of Civilization on YouTube. <http://www.youtube.com/user/CanMusCiv#g/c/7D6129C750564FDB>
 - *Justice in New France* (4 clips)
 - *A Trick of Truth* (3 clips)
 - *Beaverific* (1 clip)
 - *Talking to Nursing Sister* (1 clip)
 - *On the Edge* (1 clip)
 - *The Surgeon's Hand Trembled* (1 clip)
 - *No Power Greater* (1 clip)

Readings:

De Groot, Jerome. "Historical Re-enactment." *Consuming History: Historians and Heritage in Contemporary Popular Culture*. New York and London: Routledge, 2009, 105-23. **(DR)**

Jackson, Anthony. "Engaging the Audience: Negotiating Performance in the Museum." *Performing Heritage: Research, Practice and Innovation in Museum Theatre and Live Interpretation*. Ed. A. Jackson and J. Kidd. Manchester: MUP, 2011, 11-25. **(DR)**

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, 45-79. **(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 Property & Repatriation

What is the current cultural property legislation in Canada and internationally? How does war affect world heritage? Can/should museums really 'own' objects from another culture/country? Do museums still need (as many) objects? Are artifacts animate or inanimate? Is it ethical to exhibit human remains or spiritual objects? Is repatriation a loss to society (and which society?), or a way to reinvigorate a culture? Is there a satisfactory compromise?

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. C. Bell and V. Napoleon. Vancouver: UBC Press, 2008, 367-415. **(DR)**

Conn, Steven. "Do Museums Still Need Objects?" *Do Museums Still Need Objects?* Philadelphia: University of Pennsylvania Press, 2010, 20-57. **(DR)**

Czegledi, Bonnie. *Crimes Against Art: International Art and Cultural Heritage Law*. Toronto: Carswell, 2010, 59-66, 89-95, 121-38. **(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*. www.peace4turtleisland.org/pages/maskpolicy.htm

Week 13: Inclusivity

How have concepts of class, gender, sexuality, and disability shaped museum collections, historic sites and material culture? Why have certain groups been marginalized? How can they be (re)integrated into public history?

Readings:

Burk, Adrienne. "In Sight, Out of View: A Tale of Three Monuments." *Antipode* 38, 1 (2006): 41-58. **(LC)**

Cooke, Krista. "Representing Women at Canada's Public History Sites." *Women and Social Movements in the United States, 1600-2000* 13, 2 (2009): 56-63. **(LC)**

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

Dubrow, Gail L. "Blazing Trails with Pink Triangles and Rainbow Flags: Improving the Preservation and Interpretation of Gay and Lesbian Heritage." *Restoring Women's History through Historic Preservation*. Ed. G.L. Dubrow and J.B. Goodman. Baltimore: Johns Hopkins, 2003, 281-99. **(LC)**

Lederman, Marsha. "Vancouver museum pulls exhibition showing portraits of missing and murdered women." *Globe and Mail*. Toronto. January 2011.

<http://www.theglobeandmail.com/news/national/british-columbia/vancouver-museum-pulls-exhibition-showing-portraits-of-missing-and-murdered-women/article1867821/>

Sandell, Richard and Jocelyn Dodd. "Activist Practice." *Re-presenting Disability: Activism and Agency in the Museum*. Ed. R. Sandell, J. Dodd, R. Garland-Thompson. London: Routledge, 2010, 3-22. **(DR)**

Week 14: GPM