

The University of Western Ontario
Department of History
Fall/Winter 2011-12

HISTORY 3813E: PUBLIC HISTORY

Mondays, 12:30pm – 2:30pm
Social Science Centre (SSC) 3018

INSTRUCTOR: Professor Michael Dove

OFFICE: Lawson Hall 1202

OFFICE HOURS: Mondays, 10:30am – 12:00pm (or by appointment)

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COURSE DESCRIPTION

This course provides an overview of public history- an applied branch of history that involves communicating the past to a non-academic audience. The theory and practice of public history will be examined through a variety of sources, including journal articles, works of historical fiction, websites, television, films, exhibits, guest speakers, and physical sites. Students will also be acquainted with the wide range of history-related professional opportunities available outside of academia, namely: archives and records management, film and documentary production, museums, parks and historic sites, historic preservation, cultural resources management, editorial services, digital history, oral history, and public policy research and consulting.

LEARNING OBJECTIVES

By the conclusion of this course, students should have:

- a sense of the origin, growth and theory of public history
- an understanding of the primary avenues for practicing public history
- an awareness of some of the main issues and challenges faced by public historians
- a familiarity with the variety of tools used by public historians
- an ability to examine and critically assess various forms of historical media
- the capability of delivering a short presentation of their work to their peers
- the experience of working in small groups on a public history project
- made contacts with public history professionals and institutions

PREREQUISITE(S)

1.0 course in History at the 2200 level or above.

REQUIRED TEXTS

There is no textbook for this course. Weekly readings will consist of journal articles, book chapters, and/or websites accessible online or through the Western Libraries System (electronic format or Weldon 2-hr reserve), and WebCT.

COURSE EVALUATION

Assignment #1	15%	Small Group Project	30%
Assignment #2	25%	Weekly Class Participation	30%

COURSE WEBSITE

Students should consult the course website through **WebCT** [<http://webct.uwo.ca/>] for all course information, including questions on weekly readings, assignment instructions, and links of interest. Students are encouraged to pose questions and share relevant material through the site.

PARTICIPATION

Because collaborative effort and oral communication are key elements to practicing public history, classes will often take the form of a seminar format. Student participation in class discussions is vital to having a quality learning experience. There are required readings and often suggested readings for each topic. Students are expected to regularly contribute informed and thoughtful opinions on the readings. To better prepare students for each week's discussion, several questions relating to the readings will be posted on WebCT. In the event of guest speakers and student presentations, students are expected to be attentive, make comments, and ask questions.

To help students better gauge their performance, participation updates will be made at quarterly intervals throughout the course. Class Participation will be weighted at **30%** of the final grade in this course.

ASSIGNMENTS & SMALL GROUP PROJECT

Assignment #1 will be a 4-5 page review of a museum exhibit or historic site in the London area. A list of possible institutions will be posted on the course website. Student selection of his/her topic will be made by **October 3rd** and the assignment will be due on **October 24th**. It will be weighted at **15%** of the final grade. More information about this assignment will be provided on the course website.

Assignment #2 will be a 6-8 page review of a work of “popular history.” These include films, works of historical fiction, and historical graphic novels. A list of suggestions will be posted on the course website, but permission to review other sources may be granted based on the meeting of certain criteria. Students will inform the instructor of his/her selection by October 31st and the review will be due on December 5th. It will be weighted at **25%** of the final grade. More information about this assignment will be provided on the course website.

Experiential learning and group work are essential in one’s training to become an effective public historian. The **Small Group Project** is designed to provide students with such a valuable experience. It will consist of a 10-12 page proposal for a public history project. Groups of between two and three members will write a proposal for the creation of a documentary film, a museum exhibit, an oral history project, or a website (including apps!). Although this project is designed to give students practical experience in the field of public history, students are not meant to bring the proposal to fruition. It should be kept in mind, however, that student proposals could very well be of interest to those in the public history community and may lead to future collaboration. Students are therefore encouraged to approach those individuals and/or institutions with their proposals where applicable. A brief summary of the intended proposal will be due on February 6th and the final product will be due on April 9th. Groups will deliver a 15-20 minute presentation of their work during classes scheduled for the closing weeks of the Winter term. Groups will suggest 1-2 “readings” for the class to encourage questions and discussion. These will be either posted on WebCT or placed on reserve at Weldon by the professor. The entire project will be weighted at **30%** of the final grade (the summary of the intended proposal to be valued at **5%**, the main paper to be valued at **15%**, and the presentation to be valued at **10%**). Each student in the group will receive the same grade. More information about this project will be provided on the course website. To assist students in this project, we will devote a class early in January to a discussion of the importance of group-work in the public history workplace, where we will focus on group-building techniques and developing effective presentation skills. The class scheduled for **March 19** will be set aside for students to meet and work in their groups.

POLICY ON EXTENSIONS & LATE PAPERS

Extensions on written assignments and the small group project will only be granted for medical reasons or family emergencies. For the former, students must complete a Western Student Medical Certificate and arrange a meeting with a Social Science counsellor, who will process the request and decide whether or not it is acceptable. Family emergencies must also be documented and brought to the attention of a counsellor. If the counsellor deems the request to be acceptable, then the instructor will be notified that an extension be agreed upon by the student and the instructor. Please refer to the following website for more information about the official procedures:

<http://counselling.ssc.uwo.ca/procedures/medicalaccommodation.asp>

Barring the above conditions, late assignments and late small group projects will be penalized 5% for the first day and 2% each day thereafter, including weekends.

CLASS SCHEDULE

2011

DATE	12 September
TOPIC	Welcome! (Course Introduction)
READING	None today

DATE	19 September
TOPIC	What <u>IS</u> Public History?
READING	<p>REQUIRED:</p> <p>David Lowenthal, "Introduction" and "Heritage Ascendant," <i>The Heritage Crusade and the Spoils of History</i> (Cambridge, 1998), pp. xii-xvii, 1-30. (WEBCT)</p> <p>L.J. Jordanova, "Public History," <i>History in Practice</i> (London, 2000), pp. 141-71. (WELDON 2-HR RESERVE)</p> <p>Patricia Mooney-Melvin, "Professional Historians and the Challenge of Redefinition," <i>Public History: Essays from the Field</i> (Malabar, FL, 2006), pp. 5-22. (WEBCT)</p> <p>Margaret Conrad, Jocelyn L��tourneau, and David Northrup, "Canadians and Their Pasts: An Exploration in Historical Consciousness," <i>The Public Historian</i> 31:1 (February 2009), pp. 15-34. (WEBCT)</p> <p>SUGGESTED:</p> <p>Jeremy Black, "Introduction" and "The Public Use of the Past: A Brief History," <i>Using History</i> (London, 2005), pp. 1-12, 48-89. (WELDON 2-HR RESERVE)</p> <p>James Oliver Horton, "Slavery in American History: An Uncomfortable National Dialogue," in James Oliver Horton and Lois E. Horton, eds., <i>Slavery and Public History: The Tough Stuff of American Memory</i> (New York, 2006), pp. 35-55. (WELDON 2-HR RESERVE)</p>

DATE	26 September
TOPIC	Commemoration and Public Memory: Historic Parks, Sites & Monuments and the Public Historian
READING	REQUIRED:

	<p>CJ Taylor, "Some Early Problems of the Historic Sites and Monuments Board of Canada," <i>Canadian Historical Review</i> 64:1 (1983), pp. 3-24. (WEBCT)</p> <p>Ian McKay "History and the Tourist Gaze: The Politics of Commemoration in Nova Scotia, 1935-64," <i>Acadiensis</i> 22:2 (1993), pp. 102-38. (WEBCT)</p> <p>Veronica Strong-Boag, "Experts on Our Own Lives: Commemorating Canada at the Beginning of the 21st Century," <i>The Public Historian</i> 31:1 (February 2009), pp. 46-68. (WEBCT)</p> <p>Dwight T. Pitcaithley, "'A Cosmic Threat': The National Park Service Addresses the Causes of the American Civil War," in James Oliver Horton and Lois E. Horton, eds., <i>Slavery and Public History: The Tough Stuff of American Memory</i> (New York, 2006), pp. 169-86. (WELDON 2-HR RESERVE)</p> <p>SUGGESTED:</p> <p>Seth C. Bruggeman, "Birthing Washington," <i>Here, George Washington Was Born: Memory, Material Culture, and the Public History of a National Monument</i> (Athens, GA, 2008), pp. 1-23. (WELDON 2-HR RESERVE)</p> <p>Cathy Stanton, "The Past as a Public Good: The US National Park Service and 'Cultural Repair' in Post- Industrial Places," in Paul Ashton and Hilda Kean, eds., <i>People and Their Pasts: Public History Today</i> (London, 2009), pp. 57-73. (WELDON 2-HR RESERVE)</p>
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DATE	03 October
TOPIC	<p>Representing the Past through Objects: Museums and the Public Historian I</p> <p>Assignment #1 Topic Due!</p>
READING	<p>REQUIRED:</p> <p>Edward P. Alexander, "What is a Museum?" <i>Museums in Motion: An Introduction to the History and Functions of Museums</i> (Nashville, 1979), pp. 3-15. (WEBCT)</p> <p>Steven Lubar, "Public History in a Federal Museum: The Smithsonian's National Museum of American History," in Barbara Howe and Emory Kemp, eds., <i>Public History: An Introduction</i> (Malabar, Fla., 1986), pp. 218-28. (WELDON 2-HR RESERVE)</p> <p>Helen Sheumaker, "Museums Matter," in Daniel Cobb and Helen Sheumaker, eds., <i>Memory Matters</i> (New York, 2011), pp. 28-34. (WELDON 2-HR RESERVE)</p> <p>Lovat Dickson, "The Beginnings," "The Founders," and "Epilogue", in <i>The Museum Makers: The Story of the Royal Ontario Museum</i> (Toronto, 1993), pp. 1-7, 8-18, 190-3. (WESTERN LIBRARIES ONLINE ACCESS)</p>

SUGGESTED:	<p>Mike Wallace, "Visiting the Past: History Museums in the United States," <i>Mickey Mouse History and Other Essays on American Memory</i> (Philadelphia, 1996), pp. 3-32. (WELDON 2-HR RESERVE)</p> <p>James Lindgren, "That Every Mariner May Possess the History of the World': A Cabinet for the East India Marine Society of Salem," <i>The New England Quarterly</i> 68:2 (June 1995), 179-205. (WEBCT)</p>
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THANKSGIVING DAY – 10 OCTOBER – NO CLASSES!

DATE	17 October
TOPIC	Reinvention, Reinterpretation, and Repatriation: Museums and the Public Historian II
READING	<p>REQUIRED:</p> <p>Paul Williams, "A Novel Hybrid: Introducing the Memorial Museum," <i>Memorial Museums: The Global Rush to Commemorate Atrocities</i> (New York, 2007), pp. 1-23. (WELDON 2-HR RESERVE)</p> <p>Jerome de Groot, "Artefact and Interpretation," and "Museums and Physical Encounters with the Past," <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i> (London, 2009), pp. 233-47. (WELDON 2-HR RESERVE)</p> <p>Christopher Clarke, "Museums, The Environment, and Public History," in Martin Melosi and Philip Scarpino, eds., <i>Public History and the Environment</i> (Malabar, Fla., 2004), pp. 127-38. (WELDON 2-HR RESERVE)</p> <p>Michael Pickering, "Where are the Stories?" <i>The Public Historian</i> 32:1 (Winter 2010), pp. 79-95. (WEBCT)</p> <p>SUGGESTED:</p> <p>Saloni Mathur, "Social Thought & Commentary: Museums Globalization," <i>Anthropological Quarterly</i> 78:3 (Summer 2005), pp. 697-708. (WEBCT)</p> <p>Darryl McIntyre, "Creating New Pasts in Museums: Planning the Museum of London's Modern London Galleries," in Paul Ashton and Hilda Kean, eds., <i>People and Their Pasts: Public History Today</i> (London, 2009), pp. 131-45. (WELDON 2-HR RESERVE)</p> <p>Bonnie Hurd Smith, "Women's Voices: Reinterpreting Historic House Museums," in Polly Kaufman and Katherine Corbett, eds., <i>Her Past Around Us: Interpreting Sites for Women's History</i> (Malabar, Fla., 2003), pp. 87-101. (WELDON 2-HR RESERVE)</p>

DATE	24 October
TOPIC	<p>“Never let the facts get in the way of a good story” Popular History and the Public Historian Assignment #1 Due!</p>
READING	<p>REQUIRED:</p> <p>Chester Brown, Selection from <i>Louis Riel: A Comic-Book Biography</i> (Montreal, 2004). (WEBCT)</p> <p>Jerome de Groot, “Popular History in Print,” <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i> (London, 2009), pp. 31-48. (WELDON 2-HR RESERVE)</p> <p>Maureen Ogle, “The Perils and Pleasure of Going ‘Popular’; or, My Life as a Loser,” in Donald A. Yerxa, <i>Recent Themes on Historians and the Public</i> (Columbia, SC, 2009), pp. 61-7. (WELDON 2-HR RESERVE)</p> <p>Tim Querengesser, “Farley Mowat: Liar or Saint?” <i>Up Here</i> (September, 2009) (ONLINE ARTICLE: http://www.uphere.ca/node/442)</p> <p>SUGGESTED:</p> <p>Pierre Berton, “The Joy of Research,” <i>The Joy of Writing</i> (Toronto, 2003), pp. 127-51. (WELDON 2-HR RESERVE)</p> <p>“The Beaver: Canada’s history magazine releases results of ‘worst Canadians’ survey” (July, 2007) (WEBCT)</p> <p>Marsha Ann Tate, “Looking for Laura Secord on the Web: Using a Famous Figure from the War of 1812 as a Model for Evaluating Historical Web Sites,” <i>The History Teacher</i> 38:2 (February, 2005), pp. 225-40. (WEBCT)</p>

DATE	31 October
TOPIC	<p>Sorting Fact from Fiction: Historical Fiction and the Public Historian</p>
READING	<p>REQUIRED:</p> <p>Jerome de Groot, “Introduction,” <i>The Historical Novel</i> (London, 2010), pp. 1-10. (WELDON 2-HR RESERVE)</p> <p>Edward Rutherfurd, Selection from <i>New York: The Novel</i> (New York, 2009) (ONLINE: http://www.amazon.com/New-York-Novel-Edward-Rutherfurd/dp/0385521383#reader_0385521383)</p> <p>Brigitte Weeks, “Review: Edward Rutherfurd’s <i>New York: The Novel</i>,” <i>The Washington Post</i> (08 December 2009) (ONLINE ARTICLE: http://www.washingtonpost.com/wp-dyn/content/article/2009/12/07/AR2009120703778.html)</p>

DATE	<p>Herb Wylie, "History, Theory, and the Contemporary Canadian Historical Novel," <i>Speculative Fictions: Contemporary Canadian Novelists and the Writing of History</i> (Montreal, 2002), pp. 3-33. (WESTERN LIBRARIES ONLINE ACCESS)</p> <p>John Willingham, "Historical Fiction and the 'Gaps' in Academic History," History News Network at George Mason University (2011) (ONLINE ARTICLE: http://hnn.us/articles/136035.html)</p> <p>SUGGESTED:</p> <p>James Goodman, "For the Love of Stories," <i>Reviews in American History</i> 26:1 (March, 1998), pp. 255-74. (WEBCT)</p>
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DATE	07 November
TOPIC	<p>Hollywood History: History on Film and the Public Historian</p> <p>Assignment #2 Topic Due!</p>
READING	<p>REQUIRED:</p> <p>Robert A Rosenstone, "Introduction" and "History in Images, History in Words," <i>Visions of the Past: The Challenge of Film to our Idea of History</i> (Cambridge, 1995), pp. 1-44. (WEBCT)</p> <p>Robert Brent Toplin, "Judging Cinematic History," in <i>Reel History: In Defense of Hollywood</i> (Lawrence, Kansas, 2002), pp. 58-89. (WELDON 2-HR RESERVE)</p> <p>James Russell, "Conclusion: The Epic in the Age of Shock and Awe," <i>The Historical Epic and Contemporary Hollywood</i> (New York, 2007), pp. 215-21. (WELDON 2-HR RESERVE)</p> <p>SUGGESTED:</p> <p>John E. O'Connor and Peter C. Rollins, "Introduction," in Rollins and O'Connor, eds., <i>Why We Fought: America's Wars in Film and History</i> (Lexington, KY, 2008), pp. 1-38. (WELDON 2-HR RESERVE)</p> <p>Ian Tyrrell, "Movies Made History and History Made Movies," <i>Historians in Public</i> (Chicago, 2005), pp. 75-88. (WELDON 2-HR RESERVE)</p>

DATE	14 November
TOPIC	<p>The Documentary and Reality History: History on Television and the Public Historian</p>
READING	<p>REQUIRED:</p> <p>Graham Carr, "Rules of Engagement: Public History and the Drama of</p>

DATE	<p>Legitimation,” <i>Canadian Historical Review</i> 86:2 (June, 2005), pp. 317-54. (WEBCT)</p> <p>Jerome de Groot, “Contemporary Historical Documentary,” and “Reality History,” <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i> (London, 2009), pp. 149-62, 163-80. (WELDON 2-HR RESERVE)</p> <p>Eric Foner, “Ken Burns and The Romance of Reunion,” <i>Who Owns History? Rethinking the Past in a Changing World</i> (New York, 2002), pp. 189-204. (WELDON 2-HR RESERVE)</p> <p>Nina Gildea Seavey, “Film and Media Producers: Taking History Off the Page and Putting it on the Screen,” in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 117-28. (WELDON 2-HR RESERVE)</p> <p>SUGGESTED:</p> <p>Edward T. Linenthal, “Ken Burns’s The National Parks: America’s Best Idea: Compelling Stories and Missed Opportunities,” <i>The Public Historian</i> 33:2 (Spring, 2011), pp. 13-18. (WEBCT)</p> <p>Brenda Child, “The Absence of Indigenous History in Ken Burns’s The National Parks: America’s Best Idea,” <i>The Public Historian</i> 33:2 (Spring, 2011), pp. 24-29. (WEBCT)</p>
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DATE	21 November
TOPIC	<p>Corporate History or Corporate Marketing? The Business of History and the Public Historian I</p> <p>SITE VISIT – LABATT BREWERY TOUR! (1:00 to 2:00 pm; meet at entrance to Labatt Brewery Store, 150 Simcoe St. at 12:45pm)</p>
READING	<p>REQUIRED:</p> <p><i>Labatt: London’s Hometown Brewery</i> (2000). (WELDON 2-HR RESERVE)</p> <p>Daniel J. Walkowitz, “Corporate History, or Giving History the Business,” in Susan Porter Benson, et als., eds., <i>Presenting the Past: Essays on History and the Public</i> (Philadelphia, 1986), pp. 225-36. (WELDON 2-HR RESERVE)</p> <p>Special Review Section: Corporate Presentations of History (“Introduction,” “The Samuel Adams Brewery Tour,” “The Hershey Story,” “Levi Strauss & Co.”), <i>The Public Historian</i> 33:1 (February, 2011), pp. 73-86. (WEBCT)</p>

DATE	28 November
TOPIC	<p>Heritage Tourism and Commercialized History: The Business of History and the Public Historian II</p>

READING	<p>REQUIRED:</p> <p>Mike Wallace, “Mickey Mouse History: Portraying the Past at Disney World,” and “Disney’s America,” <i>Mickey Mouse History and Other Essays on American Memory</i> (Philadelphia, 1996), pp. 133-57, 159-74. (WELDON 2-HR RESERVE)</p> <p>Hal K. Rothman, “Cultural Tourism and a Changing Society,” in Martin Melosi and Philip Scarpino, eds., <i>Public History and the Environment</i> (Malabar, Fla., 2004), pp. 72-81. (WELDON 2-HR RESERVE)</p> <p>Scott Magelssen, “(In)authentic Revolutions: Time, Space, and Living History Museums,” “Plimoth Plantation,” “Colonial Williamsburg,” “Old Sturbridge Village,” <i>Living History Museums: Undoing History through Performance</i> (Lanham, MD, 2007), pp. 20-52. (WELDON 2-HR RESERVE)</p> <p>SUGGESTED:</p> <p>Gerald Figal, “Between War and Tropics: Heritage Tourism in Postwar Okinawa,” <i>The Public Historian</i> 30:2 (Spring, 2008), pp. 83-107. (WEBCT)</p>
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DATE	05 December
TOPIC	<p>Digital History and the Public Historian</p> <p>Assignment #2 Due!</p> <p>GUEST SPEAKER: Tim Compeau, Department of History, UWO</p>
READING	<p>REQUIRED:</p> <p>Mike Wallace, “The Virtual Past: Media and History Museums,” <i>Mickey Mouse History and Other Essays on American Memory</i> (Philadelphia, 1996), pp. 101-114. (WELDON 2-HR RESERVE)</p> <p>Jerome de Groot, “Digital History,” and “History Games,” <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i> (London, 2009), pp. 90-101, 133-45. (WELDON 2-HR RESERVE)</p> <p>Patricia Cohen, “As the Gavels Fell: 240 Years at Old Bailey,” <i>The New York Times</i>, 17 August 2011. (ONLINE ARTICLE: http://www.nytimes.com/2011/08/18/books/old-bailey-trials-are-tabulated-for-scholars-online.html?_r=1)</p> <p>Daniel Cohen and Roy Rosenzweig, “Introduction: Promises and Perils of Digital History,” <i>Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web</i> (2005). (ONLINE: http://chnm.gmu.edu/digitalhistory/introduction/)</p>

2012

DATE	09 January
TOPIC	Group- Building and Delivering Effective Presentations: Small Group Project Discussion & Selection
READING	None today

DATE	16 January
TOPIC	Sourcing the past: Archival Collections & Management and the Public Historian I
READING	<p>REQUIRED:</p> <p>Roy H. Tryon, “Archivists and Record Managers,” in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 57-74. (WELDON 2-HR RESERVE)</p> <p>Elizabeth W. Adkins, “In Businesses and Corporations: Serving as the Corporate Memory,” in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 371-84. (WELDON 2-HR RESERVE)</p> <p>Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era,” <i>American Historical Review</i> 108:3 (June, 2003), pp. 735-62. (WEBCT)</p> <p>SUGGESTED:</p> <p>Kirsten Emiko McAllister, “Archive and Myth: The Changing Memoryscape of Japanese Canadian Internment Camps,” in James Opp and John C. Walsh, eds., <i>Placing Memory and Remembering Place in Canada</i> (Vancouver, 2010), pp. 215-46. (WELDON 2-HR RESERVE)</p>

DATE	23 January
TOPIC	Sourcing the past: Archival Collections & Management and the Public Historian II SITE VISIT – V.P. CRONYN MEMORIAL ARCHIVES, THE DIOCESE OF HURON, HURON UNIVERSITY COLLEGE, HOST ARCHIVIST JOHN LUTMAN!
READING	None today

DATE	30 January
TOPIC	Capturing the Past through Recorded Interviews:

	Oral History and the Public Historian
READING	<p>REQUIRED:</p> <p>Donald Ritchie, “An Oral History of Our Time,” <i>Doing Oral History: A Practical Guide</i> (New York, 2003), pp. 19-46. (WELDON 2-HR RESERVE)</p> <p>Stephen High, “Telling Stories: Oral History and New Media,” <i>Oral History</i> 38:1 (2010), pp. 101-11. (WEBCT)</p> <p>Toby Butler, “‘Memoryscape’: Integrating Oral History, Memory and Landscape on the River Thames,” in Paul Ashton and Hilda Kean, eds., <i>People and Their Pasts: Public History Today</i> (London, 2009), pp. 223-39. (WELDON 2-HR RESERVE)</p> <p>David Neufeld, “Parks Canada, The Commemoration of Canada, and Northern Aboriginal Oral History,” in Paula Hamilton and Linda Shopes, eds., <i>Oral History and Public Memories</i> (Philadelphia, 2008), pp. 7-29. (WELDON 2-HR RESERVE)</p> <p>SUGGESTED:</p> <p>Maria Nugent, “Mapping Memories: Oral History for Aboriginal Cultural Heritage in New South Wales, Australia,” in Paula Hamilton and Linda Shopes, eds., <i>Oral History and Public Memories</i> (Philadelphia, 2008), pp. 47-63. (WELDON 2-HR RESERVE)</p>

DATE	06 February
TOPIC	<p>Public Policy Research, Historical Consulting, and the Public Historian</p> <p>GUEST SPEAKER: Sean Stoyles, Senior Research Consultant, Canadian Development Consultants International (CDCI) Research in Ottawa</p>
READING	<p>REQUIRED:</p> <p>Jannelle Warren-Findley, “Contract Historians and Consultants,” in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 75-86. (WELDON 2-HR RESERVE)</p> <p>Sylvia K. Kraemer, “Policy Advisors: Historians and Making Policy,” in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 217-28. (WELDON 2-HR RESERVE)</p> <p>Mary Stevens, “Public Policy and the Public Historian,” <i>The Public Historian</i> 32:3 (Summer, 2010), pp. 120-38. (WEBCT)</p> <p>Philip L. Cantelon, “As a Business: Hired, Not Bought,” in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 385-95. (WELDON 2-HR RESERVE)</p>

DATE	13 February
TOPIC	Historical Archaeology and the Public Historian Summary of Intended Proposal Due!
READING	<p>REQUIRED:</p> <p>Barbara Little, “Topical Convergence: Historical Archaeologists and Historians on Common Ground,” <i>Historical Archaeology</i> 41:2 (2007), pp. 10-20. (WEBCT)</p> <p>James Deetz, “Recalling Things Forgotten: Archaeology and the American Artifact,” <i>In Small Things Forgotten</i> (New York, 1996), pp. 1-37. (WELDON 2-HR RESERVE)</p> <p>Lisa M. Hodgetts, “Feast or Famine? Seventeenth-Century English Colonial Diet at Ferryland, Newfoundland,” <i>Historical Archaeology</i> 40:4 (2006), pp. 125-38. (WEBCT)</p> <p>Rebecca Yamin, “Lurid tales and Homely Stories of New York’s Notorious Five Points,” <i>Historical Archaeology</i> 32:1 (1998), pp. 74-85. (WEBCT)</p> <p>SUGGESTED:</p> <p>Paul Litt, Ronald Williamson, and Joseph Whitehorne, <i>Death at Snake Hill: Secrets from a War of 1812 Cemetery</i> (Toronto, 1993). (WELDON 2-HR RESERVE)</p>

READING WEEK – 20 FEBRUARY – NO CLASSES!

DATE	27 February
TOPIC	Local and Family History, Historical Organizations and Societies, and the Public Historian
READING	<p>REQUIRED:</p> <p>Jerome de Groot, “The Everyday Historical: Local History, Metal Detecting, Antiques,” and “Genealogy: Hobby, Politics, Science,” <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i> (London, 2009), pp. 62-72, 73-89. (WELDON 2-HR RESERVE)</p> <p>Martin Bashforth, “Absent Fathers, Present Histories,” in Paul Ashton and Hilda Kean, eds., <i>People and Their Pasts: Public History Today</i> (London, 2009), pp. 203-222. (WELDON 2-HR RESERVE)</p> <p>Tammy S. Gordon, “Local History, Global Economy: The Functions of History Exhibits in the Settings of Everyday Life,” <i>Private History in Public: Exhibition and the Settings of Everyday Life</i> (New York, 2010), pp. 97-115. (WELDON 2-HR RESERVE)</p>

	Cecilia Morgan, "History, nation, and empire: Gender and southern Ontario historical societies, 1890-1920s," <i>Canadian Historical Review</i> 82:3 (September, 2001), pp. 491-528. (WEBCT)
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DATE	05 March
TOPIC	Historic Preservation, Cultural Resource Management, and the Public Historian
READING	<p>REQUIRED:</p> <p>Mike Wallace, "Preserving the Past: A History of Historic Preservation in the United States," and "Preservation Revisited," <i>Mickey Mouse History and Other Essays on American Memory</i> (Philadelphia, 1996), pp. 177-221, 223-46. (WELDON 2-HR RESERVE)</p> <p>Antoinette J. Lee, "Historic Preservationists and Cultural Resources Managers: Preserving America's Historic Places," in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 129-39. (WELDON 2-HR RESERVE)</p> <p>Gail Lee Dubrow, "Restoring Women's History through Historic Preservation: Recent Developments in Scholarship and Public Historical Practice," <i>Restoring Women's History through Historic Preservation</i> (Baltimore, 2003), pp. 1-14. (WESTERN LIBRARIES ONLINE ACCESS)</p> <p>Allan B. McCullough, "Parks Canada and Women's History," <i>Restoring Women's History through Historic Preservation</i> (Baltimore, 2003), pp. 337-54. (WESTERN LIBRARIES ONLINE ACCESS)</p>

DATE	12 March
TOPIC	Careers for the Public Historian I
READING	<p>REQUIRED:</p> <p>Marianne Babal, "Sticky History: Connecting Historians with the Public," <i>The Public Historian</i> 32:4 (Fall, 2010), pp. 76-84. (WEBCT)</p> <p>Candace Falk, "Documentary Editors: Not as Boring as it Sounds," in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 87-101. (WELDON 2-HR RESERVE)</p> <p>Daniel Greer, "Editors and Publishers: Making Books for Readers," in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 103-115. (WELDON 2-HR RESERVE)</p> <p>Andrew McMichael, "PC Games and the Teaching of History," <i>The History Teacher</i> 40:2 (February, 2007), pp. 203-18. (WEBCT)</p>

	<p>SUGGESTED:</p> <p>Constance Schulz, et als. <i>Careers for Students in History</i> (American Historical Association) (ONLINE: http://www.historians.org/pubs/careers/index.htm)</p> <p>Canada's History, "Working History." (ONLINE: http://www.canadashistory.ca/Education/Working-History.aspx)</p>
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DATE	19 March
TOPIC	Small Group Meetings
READING	None today

DATE	26 March
TOPIC	Small Group Presentations!
READING	Readings relating to the day's presentation topics will be posted on WebCT or placed on 2-HR reserve at Weldon

DATE	02 April
TOPIC	Small Group Presentations!
READING	Readings relating to the day's presentation topics will be posted on WebCT or placed on 2-HR reserve at Weldon

DATE	09 April
TOPIC	<p>Careers for the Public Historian II</p> <p>Small Group Project Due!</p>
READING	<p>REQUIRED:</p> <p>Shelley Bookspan, "Something Ventured, Many Things Gained: Reflections on Being a Historian-Entrepreneur," <i>The Public Historian</i> 28:1 (February 2006): 67-74. (WEBCT)</p> <p>Constance B. Schulz, "Becoming a Public Historian," in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 23-40. (WELDON 2-HR RESERVE)</p> <p>Anne Woodhouse, "Museum Curators," in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, Fla., 2006), pp. 187-201. (WELDON 2-HR RESERVE)</p>

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

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You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is

the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject. In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

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The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to: https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to: <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

ACCESSIBILITY

The Department of History strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 #82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca