

The University of Western Ontario

Department of History

Fall/Winter 2012-2013

HISTORY 3813E: PUBLIC HISTORY

Mondays, 1:30pm – 3:30pm

Stevenson Hall (STVH) 3166

INSTRUCTOR: Professor Michael Dove

OFFICE: Lawson Hall 1202

OFFICE HOURS: Mondays, 11:30am – 1:00pm (or by appointment)

PHONE: 519 661-2111, ext. 84996

EMAIL: mdove2@uwo.ca

COURSE DESCRIPTION

This course provides an overview of public history- an applied branch of history that involves communicating the past to an audience that is usually non-academic in nature. The theory and practice of public history will be examined through a variety of sources, including journal articles, works of historical fiction, websites, television, film, 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. Students have the opportunity to visit several public history-related sites and meet practitioners in the field.

LEARNING OUTCOMES

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
- first-hand experience working with material culture objects
- 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
- experienced several local public history-related sites

PREREQUISITE(S)

1.0 course in History at the 2200 level or above.

REQUIRED TEXTS

There is no textbook for this course. Instead, students are asked to complete several assigned readings consisting of journal articles, book chapters, and websites. These will be accessible online through the Web, the Western Libraries System (electronic format), or the course website (OWL).

COURSE EVALUATION

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

COURSE WEBSITE

Beginning in September, students should consult the course website through OWL (powered by Sakai) at: <https://owl.uwo.ca/portal> for all course information, including the full syllabus, questions on weekly readings, assignment instructions, a calendar of events, links of interest, and course grades. Students are encouraged to forward relevant course material/links throughout the year.

PARTICIPATION

Because collaborative effort and oral communication are key elements to practicing public history, classes will often take the form of a combined lecture-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 discussion, several questions relating to the readings will be posted on the course website. Students may submit their written responses to these questions for partial participation credit. In the event of guest speakers, site visits, 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 given at quarterly intervals over the year. Class participation will be weighted at **30%** of the final grade.

ASSIGNMENTS & THE SMALL GROUP PROJECT

Assignment #1 will be a 4-5 page review of a museum exhibit in the London region. A list of exhibits, both physical and virtual, will be posted on the course website. Students will select one of the topics from the list by **October 1st** and submit the assignment on **October 29th**. 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 topics 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 their selection by **November 12th** and the review will be due on **December 3rd**. 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 becoming a public historian. The **Small Group Project** is designed to provide students with such a valuable experience. Groups of between two and three members will produce a 10-12 page proposal for a public history project. The project may take several forms. Examples include the creation of a documentary film, a museum exhibit, an oral history project, or a website. 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 11th** and the final product will be due on **April 8th**. Groups will deliver a 15-20 minute presentation of their work during classes scheduled for the closing weeks of the Winter term. The week previous to their presentation, groups will suggest 1-2 "readings" for the class to encourage questions and discussion. These will be posted on the course website 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. 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 11th** will be set aside for students to meet and work in their groups. More information about the small group project will be provided on the course website.

ESSAY COURSE REQUIREMENTS

As this is an essay course, students must satisfy all writing provisions. The university's Academic Handbook states that in an essay course "...the student is required to demonstrate competence in essay writing to pass the course." In this class, that means all students must submit assignments #1 and #2 as well as the small group project in order to pass the course.

POLICY ON EXTENSIONS, LATE PAPERS, & EXCUSED ABSENCES

Extensions on written assignments and the small group project and exemptions from class participation 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 counselor, 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 counselor. If the counselor deems the request to be acceptable, then the instructor will be notified that an extension be agreed upon by the student and the instructor. As per university policy, only the counselor (ie. Dean's Office) can determine whether or not accommodation should be granted. Please refer to the following website for more information about Western's Policy on Medical Illness:

<http://studentservices.uwo.ca/secure/index.cfm>

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

2012

DATE	10 September
TOPIC	Welcome! (Course Introduction)
READING	None today

DATE	17 September
TOPIC	What is Public History? What do Public Historians Do?
READING	<p>David Lowenthal, "Introduction" and "Heritage Ascendant," <i>The Heritage Crusade and the Spoils of History</i> (Cambridge, 1998), pp. xii-xvii, 1-30. (OWL)</p> <p>Patricia Mooney-Melvin, "Professional Historians and the Challenge of Redefinition," in James B. Gardner and Peter S. LaPaglia, eds., <i>Public History: Essays from the Field</i> (Malabar, FL., 2006), pp. 5-22. (OWL)</p> <p>Margaret Conrad, Jocelyn Létourneau, and David Northrup, "Canadians and Their Pasts: An Exploration in Historical Consciousness," <i>The Public Historian</i> 31:1 (February 2009), pp. 15-34. (OWL)</p> <p>Marianne Babal, "Sticky History: Connecting Historians with the Public," <i>The Public Historian</i> 32:4 (Fall 2010), pp. 76-84. (OWL)</p> <p>Canada's History, "Working History." www.canadashistory.ca/Education/Working-History.aspx (WEB)</p>

DATE	24 September
TOPIC	Commemoration and Public Memory: Historic Parks, Sites, and Monuments & the Public Historian
READING	<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. (OWL)</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. (OWL)</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. (OWL)</p> <p>Alan Gordon, "Pioneer Living 1963 Style: Imaginations of Heritage in a Post-war Canadian Suburb," <i>International Journal of Heritage Studies</i> 15:6 (November 2009), pp. 479-93. (OWL)</p> <p>Dwight Pitcaithley, "On the Brink of Greatness: National Parks and the Next Century," <i>The George Wright Forum</i> 24:2 (2007), pp. 9-20. http://www.georgewright.org/242pitcaithley.pdf (WEB)</p>

DATE	01 October
TOPIC	SITE VISIT: BANTING HOUSE NATIONAL HISTORIC SITE (GRANT MALTMAN, MUSEUM CURATOR) Assignment #1 Topic Due!
READING	None today

THANKSGIVING DAY – 08 OCTOBER – NO CLASSES!

DATE	15 October
TOPIC	Representing the Past through Objects: Museums & the Public Historian I
READING	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. (OWL) Lovat Dickson, “The Beginnings,” “The Founders,” “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) 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. (OWL) Antony Adler, “From the Pacific to the Patent Office: The US Exploring Expedition and the Origins of America’s First National Museum,” <i>Journal of the History of Collections</i> 23:1 (May 2011), pp. 49-74. (OWL)

DATE	22 October
TOPIC	Reinvention, Reinterpretation, and Repatriation: Museums & the Public Historian II GUEST SPEAKER: HEATHER RIVET, MUSEUMS SPECIALIST / 2012 LAMBTON COUNTY FELLOW, OIL MUSEUM OF CANADA
READING	Neil Brodie and Colin Renfrew, “Looting and the World’s Archaeological Heritage: The Inadequate Response,” <i>Annual Review of Anthropology</i> 34 (2005), pp. 343-61. (OWL) Michael Pickering, “Where are the Stories?” <i>The Public Historian</i> 32:1 (Winter 2010), pp. 79-95. (OWL) Andrée Gendreau, “Museums and Media: A View from Canada,” <i>The Public Historian</i> 31:1 (Winter 2009), pp. 35-45. (OWL) Benjamin Filene, “Passionate Histories: “Outsider” History-Makers and What They Teach Us,” <i>The Public Historian</i> 34: 1 (Winter 2012), pp. 11-33. (OWL) Anthony Tibbles, “ <i>Hello Sailor!</i> How maritime museums are addressing the experience of gay seafarers,” <i>International Journal of Heritage Studies</i> 18:2 (March

	2012), pp. 160-173. (OWL) Saloni Mathur, "Social Thought & Commentary: Museums Globalization," <i>Anthropological Quarterly</i> 78:3 (Summer 2005), pp. 697-708. (OWL)
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DATE	29 October
TOPIC	SITE VISIT: ELDON HOUSE (STEVEN MAVERS, CURATOR OF EDUCATION) Assignment #1 Due!
READING	None today

DATE	05 November
TOPIC	"Never let the facts get in the way of a good story" Popular History, Historical Fiction, Alterna-History & the Public Historian
READING	Chester Brown, Selection from <i>Louis Riel: A Comic-Book Biography</i> (Montreal, 2004). (OWL) Tim Queregesser, "Farley Mowat: Liar or Saint?" <i>Up Here</i> (September 2009). (OWL) Edward Rutherfurd, First few pages from <i>New York: The Novel</i> (New York, 2009). www.amazon.com/New-York-Novel_Edward-Rutherfurd/dp/0385521383#reader_0385521383 (WEB) Brigitte Weeks, "Review: Edward Rutherfurd's <i>New York: The Novel</i> ," <i>The Washington Post</i> (08 December 2009). (OWL) John Willingham, "Historical Fiction and the 'Gaps' in Academic History," <i>History News Network at George Mason University</i> (2011) http://hnn.us/articles/136035.html (WEB) 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. (OWL) James Goodman, "For the Love of Stories," <i>Reviews in American History</i> 26:1 (March 1998), pp. 255-74. (OWL) "The Beaver: Canada's history magazine releases results of 'worst Canadians' survey" (July 2007). (OWL)

DATE	12 November
TOPIC	Hollywood History and The Documentary: History on Film and Television & the Public Historian Assignment #2 Topic Due!
READING	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. (OWL)	<p>Robert Brent Toplin, "Cinematic History: Where Do We Go From Here?" <i>The Public Historian</i> 25: 3 (Summer 2003), pp. 79-91. (OWL)</p> <p>Graham Carr, "Rules of Engagement: Public History and the Drama of Legitimation," <i>Canadian Historical Review</i> 86:2 (June 2005), pp. 317-54. (OWL)</p> <p>Alan S. Marcus and Jeremy D. Stoddard, "Tinsel Town as Teacher: Hollywood Film in the High School Classroom," <i>The History Teacher</i> 40: 3 (May 2007), pp. 303-30. (OWL)</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. (OWL)</p>
-----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DATE	19 November
TOPIC	<p>Corporate History or Corporate Marketing? The Business of History & the Public Historian I</p> <p>SITE VISIT: HISTORIC LABATT BREWERY TOUR (STEPHANIE FORAN, TOUR MANAGER)</p>
READING	<p>Labatt Brewery – "History" http://www.labatt.com/company/history.php (WEB)</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. (OWL)</p>

DATE	26 November
TOPIC	<p>Heritage Tourism and Commercialized History: The Business of History & the Public Historian II</p>
READING	<p>Michael Wallace, "Serious Fun," <i>The Public Historian</i> 17: 4 (Autumn 1995), pp. 83-89. (OWL)</p> <p>Nikolas Glover, "Co-produced Histories: Mapping the Uses and Narratives of History in the Tourist Age," <i>The Public Historian</i> 30:1 (February 2008), pp. 105-24. (OWL)</p> <p>Duncan Light, "Taking Dracula on Holiday: The Presence of 'Home' in the Tourist Encounter," Laurajane Smith et als., eds., <i>The Cultural Moment in Tourism</i> (New York: Routledge, 2012), pp. 59-78. (WESTERN LIBRARIES ONLINE ACCESS)</p> <p>Paul A. Shackel, "A snapshot of tourism in Greenland," <i>International Journal of Heritage Studies</i> 17: 1 (January 2011), pp. 81-88. (OWL)</p> <p>Gerald Figal, "Between War and Tropics: Heritage Tourism in Postwar Okinawa," <i>The Public Historian</i> 30:2 (May 2008), pp. 83-107. (OWL)</p>

DATE	03 December
TOPIC	Digital History & the Public Historian Assignment #2 Due! GUEST SPEAKERS (to be confirmed)
READING	<p>Patricia Cohen, "As the Gavel Fell: 240 Years at Old Bailey," <i>The New York Times</i> (17 August 2011). (OWL)</p> <p><i>War of 1812 Smartphone App</i>. http://1812.myweeverapp.com/ (WEB/QR Code)</p> <p><i>WARTIME Canada Project: A Window into the Canadian Experience During the World Wars</i>. http://wartimecanada.ca/about-us (WEB)</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). http://chnm.gmu.edu/digitalhistory/introduction/ (WEB)</p> <p>Andrew McMichael, "PC Games and the Teaching of History," <i>The History Teacher</i> 40:2 (February 2007), pp. 203-18. (OWL)</p>

2013

DATE	07 January
TOPIC	Group- Building and Delivering Effective Presentations: Small Group Project Discussion
READING	None today

DATE	14 January
TOPIC	Sourcing the Past: Archival Collections and Management & the Public Historian I
READING	<p>Terry Cook, "What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift," <i>Archivaria</i> 43:1 (Spring 1997), pp. 17-63. (OWL) <u>or</u>: http://www.mybestdocs.com/cook-t-pastprologue-ar43fnl.htm (WEB)</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. (OWL)</p> <p>Siân Madsen, "The Evolution of Recordkeeping at the Hudson's Bay Company," <i>Archivaria</i> 66 (Fall 2008), pp. 25-56. (OWL)</p> <p>History Associates Inc. – "Archival Services" http://www.historyassociates.com/services/archival-services/ (WEB)</p>

DATE	21 January
TOPIC	Sourcing the Past: Archival Collections and Management & the Public Historian II SITE VISIT: ARCHIVES & RESEARCH COLLECTIONS CENTRE (ARCC), WESTERN UNIVERSITY (ROBIN KEIRSTEAD, UNIVERSITY ARCHIVIST)
READING	None today

DATE	28 January
TOPIC	Capturing the Past through Recorded Interview: Oral History & the Public Historian
READING	Donald A. Ritchie, "An Oral History of Our Time," <i>Doing Oral History: A Practical Guide</i> (New York, 2003), pp. 19-46. (WESTERN LIBRARIES ONLINE ACCESS) Stephen High, "Telling Stories: Oral History and New Media," <i>Oral History</i> 38:1 (2010), pp. 101-11. (OWL) <i>MEMORYSCAPE AUDIO WALKS: Voices from the Hidden History of The Thames</i> http://www.memoryscape.org.uk/ (WEB) and: "Dockers" http://www.memoryscape.org.uk/Dockers02.htm (WEB) <i>Getting Word: African American Families of Monticello – "Hear Stories"</i> http://www.monticello.org/getting-word/stories/hear-stories (WEB)

DATE	04 February
TOPIC	Public Policy Research, Historical Consulting, & the Public Historian GUEST SPEAKER: SEAN STOYLES, SENIOR RESEARCH CONSULTANT, CANADIAN DEVELOPMENT CONSULTANTS INTERNATIONAL (CDCI) RESEARCH, OTTAWA
READING	Robert Krim, "At the Corner of History and Innovation: Using Public History to Influence Public Policy," <i>The Public Historian</i> 32:2 (Spring 2010), pp. 62-81. (OWL) Mary Stevens, "Public Policy and the Public Historian," <i>The Public Historian</i> 32:3 (Summer 2010), pp. 120-38. (OWL) <i>History and Policy: Connecting Historians, Policymakers and the Media</i> http://www.historyandpolicy.org/ (WEB) and: "Research" http://www.historyandpolicy.org/papers/themes.html (WEB) Matthew C. Godfrey, "The Problems with Publishing: Obstacles Faced by History Consultants in Publishing Their Work," <i>The Public Historian</i> 30: 4 (Fall 2008), pp. 28-34. (OWL)

DATE	11 February
TOPIC	Historical Archaeology & the Public Historian MATERIAL CULTURE WORKSHOP! “Reading Objects” Small Group Project Topic Due!
READING	E. McClung Fleming, “Artifact Study: A Proposed Model,” <i>Winterthur Portfolio</i> 9 (June 1974), pp. 153-73. (OWL) Barbara Little, “Topical Convergence: Historical Archaeologists and Historians on Common Ground,” <i>Historical Archaeology</i> 41:2 (2007), pp. 10-20. (OWL) Michelle A. Hamilton and Rebecca Woods, “A Wealth of Historical Interest”: The Medical Artifact Collection at the University of Western Ontario,” <i>The Public Historian</i> 29: 1 (Winter 2007), pp. 77-91. (OWL) Lisa M. Hodgetts, “Feast or Famine? Seventeenth-Century English Colonial Diet at Ferryland, Newfoundland,” <i>Historical Archaeology</i> 40:4 (2006), pp. 125-38. (OWL) Rebecca Yamin, “Lurid tales and Homely Stories of New York’s Notorious Five Points,” <i>Historical Archaeology</i> 32:1 (1998), pp. 74-85. (OWL)

READING WEEK/FAMILY DAY – 18 FEBRUARY – NO CLASSES!

DATE	25 February
TOPIC	Local and Family History, Historical Societies, & the Public Historian
READING	James B. Rhoads, “The Importance of Family History to Our Society,” <i>The Public Historian</i> 1: 3 (Spring 1979), pp. 6-16. (OWL) Joseph Amato, “Rethinking Family History,” <i>Minnesota History</i> 60:8 (Winter 2007-08), pp. 326-33. (OWL) Ronald Bishop, “In the Grand Scheme of Things: An Exploration of the Meaning of Genealogical Research,” <i>Journal of Popular Culture</i> 41:3 (June 2008), pp. 393-412. (OWL) London Public Library – “Genealogy and Local History” http://www.londonpubliclibrary.ca/research/genealogy (WEB) 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. (OWL)

DATE	04 March
TOPIC	Historic Preservation, Cultural Heritage Planning, & the Public Historian
READING	MHBC – “Cultural Heritage Selected Works” http://www.mhbcplan.com/mhbc/flash/index.do (WEB)

	<p>Joseph Heathcott, "Curating the City: Challenges for Historic Preservation in the Twenty-First Century," <i>Journal of Planning History</i> 5:1 (February 2006), pp. 75-83. (OWL)</p> <p>Andrew Hurley, "Narrating the Urban Waterfront: The Role of Public History in Community Revitalization," <i>The Public Historian</i> 28: 4 (Fall 2006), pp. 19-50. (OWL)</p> <p>Amy E. Facca and J. Winthrop Aldrich, "Putting the Past to Work for the Future," <i>The Public Historian</i> 33: 3 (Summer 2011), pp. 38-57. (OWL)</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>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DATE	11 March
TOPIC	Small Group Meetings
READING	None today

DATE	18 March
TOPIC	Small Group Presentations!
READING	Readings relating to the day's presentation topics will be posted on the course website one week prior to today

DATE	25 March
TOPIC	Small Group Presentations!
READING	Readings relating to the day's presentation topics will be posted on the course website one week prior to today

DATE	01 April
TOPIC	Small Group Presentations!
READING	Readings relating to the day's presentation topics will be posted on the course website one week prior to today

DATE	08 April
TOPIC	Towards a Career in Public History Small Group Project Due!

READING

Shelley Bookspan, "Something Ventured, Many Things Gained: Reflections on Being a Historian-Entrepreneur," *The Public Historian* 28:1 (February 2006): 67-74. (OWL)

Canadian Heritage Information Network (CHIN) – "Jobs in Heritage"

<http://www.rcip-chin.gc.ca/emplois-jobs/index-eng.jsp> (WEB)

National Council on Public History – "Careers and Training"

<http://ncph.org/cms/careers-training/> (WEB)

Constance Schulz et als. "Careers for Students in History," *American Historical Association*. <http://www.historians.org/pubs/careers/index.htm> (WEB)

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:

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

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.

Refer to the university's policy on plagiarism, specifically what constitutes a Scholastic Offence, through the following website:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

MEDICAL ACCOMMODATION

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 Counselors 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

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

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 also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.