

THE UNIVERSITY OF WESTERN ONTARIO  
DEPARTMENT OF HISTORY  
FALL/WINTER 2014-2015

## HISTORY 3813E: PUBLIC HISTORY

Mondays, 2:30pm – 4:30pm  
Stevenson Hall (STVH) 1155



**Instructor:** Professor Michael Dove

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

### COURSE DESCRIPTION

This course provides an overview of *public history*- applied history, or the many and diverse ways in which history is put to work in the world. The theory and practice of public history will be examined through a variety of sources, including historical novels, websites, apps, television, film, exhibits, artifacts, graphic novels, computer games, guest speakers, and physical sites.

Students will 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, historic sites, historic preservation, heritage tourism, editorial services, digital history, oral history, genealogy, and public policy research and consulting. Students will meet practitioners in the field and visit several public history-related sites.

## 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 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;
- a clearer sense of how to prepare their applications for graduate or professional school and the diversity of career options open to them

## 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 Sakai).

## COURSE EVALUATION

<b>Assignment #1</b>	<b>15%</b>	<b>Small Group Project</b>	<b>30%</b>
<b>Assignment #2</b>	<b>25%</b>	<b>Class Participation</b>	<b>30%</b>

## COURSE WEBSITE

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 to me, which I will post on the course website as readings of interest.

## **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. Participation in discussions is essential to having a quality learning experience. Students are expected to regularly contribute informed and thoughtful opinions on assigned readings. To better prepare students for each discussion, several questions relating to the readings will be posted on the course website. In the event of guest speakers and student presentations, students are expected to be attentive, make comments, and ask questions. Students are asked to submit via email one-page reflections on their experiences for **each of five** site visits we make during the course, to be counted toward their class participation grade. Questions and resources to assist with the writing of these reflections will be provided. Students are also invited to share their personal stories and news of any recent events that relate to a particular week's topic. To help students better gauge their performance, participation updates and suggestions for improvement will be given at quarterly intervals over the year. Participation is weighted at **30%** of the final grade.

## **ASSIGNMENTS & THE SMALL GROUP PROJECT**

**ASSIGNMENT #1** will be a 4-5 page review of the First World War exhibit housed at The Royal Canadian Regiment (RCR) Museum at Wolseley Barracks here in London. The exhibit is currently undergoing a review for the purpose of redevelopment to mark the centennial of the beginning of the War in 1914. Classes and course readings set for early in the term, as well as a guided class trip to The RCR Museum, will help prepare students for this assignment. Formal instructions will be posted on the course website. Students will submit the assignment on **November 3<sup>rd</sup>**. It is weighted at **15%** of the final grade. The submission of the assignment will consist of two parts: a hard copy to the instructor, and, on the same day, an identical copy in electronic form to Turnitin for plagiarism checking. The Faculty of Social Science's policy statement on plagiarism and the use of plagiarism detection software is attached to this syllabus. Details about the Turnitin process will appear on the course website. Students must fulfill both requirements to complete the process.

**ASSIGNMENT #2** will be a 6-8 page review of a work of “popular history.” This genre includes film, fiction, graphic novels, apps and computer games with an historical element. 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 10<sup>th</sup>** and the review will be due on **December 1<sup>st</sup>**. It is weighted at **25%** of the final grade. More information about this assignment will be provided on the course website. The submission of the assignment will consist of two parts: a hard copy to the instructor, and, on the same day, an identical copy in electronic form to Turnitin for plagiarism checking. The Faculty of Social Science’s policy statement on plagiarism and the use of plagiarism detection software is attached to this syllabus. Details about the Turnitin process will appear on the course website. Students must fulfill both requirements in order to complete the submission process.

Experiential learning and group work are essential aspects in one’s training to becoming a public historian. These are also factors particularly valued by employers and admission committees for graduate and professional programs. The **SMALL GROUP PROJECT** is designed to provide students with such prized skills and experiences. Groups of between three to four 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, an historical walking tour, or a heritage 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 9<sup>th</sup>** and the final product will be due on **April 6<sup>th</sup>**. Groups will deliver a 30 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 is weighted at **30%** of the final grade (the summary of the intended proposal is valued at **5%**, the main paper is valued at **15%**, and the presentation is 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 9<sup>th</sup>** will be set aside for students to 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

### 2014

<b>DATE</b>	08 September
<b>TOPIC</b>	Welcome! (Course Introduction)
<b>READING</b>	None today

<b>DATE</b>	15 September
<b>TOPIC</b>	<p>What is Public History? What do Public Historians do?</p> <p>How will this course prepare me for graduate study and/or a career?</p>
<b>READING</b>	<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><b>Valuable Supplementary Resources:</b></p> <p><i>Canadian Heritage Information Network (CHIN)</i> – “Jobs in Heritage”  <a href="http://www.rcip-chin.gc.ca/emplois-jobs/index-eng.jsp">http://www.rcip-chin.gc.ca/emplois-jobs/index-eng.jsp</a></p> <p><i>National Council on Public History</i> – “Careers and Training”  <a href="http://ncph.org/cms/careers-training/">http://ncph.org/cms/careers-training/</a></p> <p>Constance Schulz et als. “Careers for Students in History,” <i>American Historical Association</i>. <a href="http://www.historians.org/pubs/careers/index.htm">http://www.historians.org/pubs/careers/index.htm</a></p> <p>Debbie Ann Doyle, “Practical Advice on Getting a Public History Job.” <i>AHA Perspectives</i> (September 2006).  <a href="http://www.historians.org/publications-and-directories/perspectives-on-history/april-2006/practical-advice-on-getting-a-public-history-job">http://www.historians.org/publications-and-directories/perspectives-on-history/april-2006/practical-advice-on-getting-a-public-history-job</a></p> <p>Canada’s History – “Working History.”  <a href="http://www.canadashistory.ca/Education/Working-History.aspx">www.canadashistory.ca/Education/Working-History.aspx</a></p>

<b>DATE</b>	22 September
<b>TOPIC</b>	<b>SITE VISIT: BANTING HOUSE NATIONAL HISTORIC SITE!</b>
<b>READING</b>	<p>Banting House NHSC:  <a href="http://bantinghousenhsc.wordpress.com/">http://bantinghousenhsc.wordpress.com/</a></p> <p>Student reflections for this site visit due by Friday, 26 September.</p>

<b>DATE</b>	<b>29 September</b>
<b>TOPIC</b>	<b>Representing the Past through Historic Sites, Parks &amp; Museums</b>
<b>READING</b>	<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. <b>(OWL)</b></p> <p>Veronica Strong-Boag, "Experts on Our Own Lives: Commemorating Canada at the Beginning of the 21<sup>st</sup> Century," <i>The Public Historian</i> 31:1 (February 2009), pp. 46-68. <b>(OWL)</b></p> <p>Kohn, Richard, "History and the Culture Wars: The Case of the Smithsonian Institution's Enola Gay Exhibit," <i>Journal of American History</i> 82:3 (December 1995), pp. 1036-1063. <b>(OWL)</b></p> <p>Ruth Graham, "The great historic house museum debate," <i>The Boston Globe</i> (10 August 2014): <a href="http://www.bostonglobe.com/ideas/2014/08/09/the-great-historic-house-museum-debate/jzFwE9tvJdHDCXehIWqK4O/story.html">http://www.bostonglobe.com/ideas/2014/08/09/the-great-historic-house-museum-debate/jzFwE9tvJdHDCXehIWqK4O/story.html</a></p>

<b>DATE</b>	<b>06 October</b>
<b>TOPIC</b>	<b>SITE VISIT: ELDON HOUSE!</b>
<b>READING</b>	<p>Eldon House Heritage Site and Gardens:  <a href="http://www.eldonhouse.ca/Default.aspx">http://www.eldonhouse.ca/Default.aspx</a></p> <p>Student reflections for this site visit due by Friday, 10 October.</p>

## THANKSGIVING DAY – 13 OCTOBER – NO CLASSES!

<b>DATE</b>	<b>20 October</b>
<b>TOPIC</b>	<b>SITE VISIT* (ASSIGNMENT #1 PREPARATION): THE ROYAL CANADIAN REGIMENT (RCR) MUSEUM, WOLESLEY BARRACKS, LONDON!</b>
<b>READING</b>	<p>The Royal Canadian Regiment – "Regimental History."  <a href="http://thercr.ca/main/index.php/regimental-history">http://thercr.ca/main/index.php/regimental-history</a></p> <p>The Royal Canadian Regiment – "The RCR Museum: The First World War."  <a href="http://thercr.ca/main/index.php/the-first-world-war-1914-1919">http://thercr.ca/main/index.php/the-first-world-war-1914-1919</a></p> <p>Helen Hales, "Writing Effective Museum Text."  <a href="http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677">http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677</a></p> <p>*Note: Students do not have to submit reflections for this site visit.</p>

<b>DATE</b>	<b>27 October</b>
<b>TOPIC</b>	<b>Reinvention, Reinterpretation, Repatriation and Reconciliation in the 21<sup>st</sup> Century Museum</b>
<b>READING</b>	<p>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. <b>(OWL)</b></p> <p>Andrée Gendreau, "Museums and Media: A View from Canada," <i>The Public Historian</i> 31:1 (Winter 2009), pp. 35-45. <b>(OWL)</b></p> <p>Anthony Tibbles, "Hello Sailor! How maritime museums are addressing the experience of gay seafarers," <i>International Journal of Heritage Studies</i> 18:2 (March 2012), pp. 160-173. <b>(OWL)</b></p> <p>Saloni Mathur, "Social Thought &amp; Commentary: Museums Globalization," <i>Anthropological Quarterly</i> 78:3 (Summer 2005), pp. 697-708. <b>(OWL)</b></p>

<b>DATE</b>	<b>03 November</b>
<b>TOPIC</b>	<b>Fact and Fiction in Popular History: Comics, Games, Novels and Websites Assignment #1 Due!</b>
<b>READING</b>	<p>Excerpts from Chester Brown, <i>Louis Riel: A Comic-Book Biography</i> (Montreal, 2004): <a href="http://law2.umkc.edu/faculty/projects/ftrials/riel/comics.html">http://law2.umkc.edu/faculty/projects/ftrials/riel/comics.html</a></p> <p>"Drawing Stories." Scott Chantler on how the language of comics has evolved to tell stories: <a href="http://www.tedxwaterloo.com/speaker/chantler">www.tedxwaterloo.com/speaker/chantler</a></p> <p>Andrew McMichael, "PC Games and the Teaching of History," <i>The History Teacher</i> 40:2 (February 2007), pp. 203-18. <b>(OWL)</b></p> <p>John Willingham, "Historical Fiction and the 'Gaps' in Academic History," <i>History News Network at George Mason University</i> (2011) <a href="http://hnn.us/articles/136035.html">http://hnn.us/articles/136035.html</a></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. <b>(OWL)</b></p>

<b>DATE</b>	<b>10 November</b>
<b>TOPIC</b>	<b>Hollywood History, The Documentary &amp; the Public Historian Assignment #2 Topic Due!</b>
<b>READING</b>	<p>Robert Brent Toplin, "Cinematic History: Where Do We Go From Here?" <i>The Public Historian</i> 25: 3 (Summer 2003), pp. 79-91. <b>(OWL)</b></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. <b>(OWL)</b></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. <b>(OWL)</b></p> <p>Andrew Urban, "Art as an Ally to Public History: 12 Years a Slave and Django Unchained," <i>The Public Historian</i> 36:1 (February 2014), pp. 81-6. <b>(OWL)</b></p>
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<b>DATE</b>	<b>17 November</b>
<b>TOPIC</b>	<b>SITE VISIT: HISTORIC LABATT BREWERY TOUR!</b>
<b>READING</b>	<p>Labatt Brewery - "History."  <a href="http://www.labatt.com/company/history.php">http://www.labatt.com/company/history.php</a></p> <p>Special Review Section: Corporate Presentations of History ("Introduction," "The Samuel Adams Brewery Tour," "The Hershey Story," "Levi Strauss &amp; Co."), <i>The Public Historian</i> 33:1 (February 2011), pp. 73-86. <b>(OWL)</b></p> <p>Student reflections on site visit due by Friday, 21 November.</p>

<b>DATE</b>	<b>24 November</b>
<b>TOPIC</b>	<p><b>Digital History &amp; the Public Historian</b></p> <p><b>GUEST SPEAKER: DEVON ELLIOT, INSTRUCTOR OF DIGITAL HISTORY, WESTERN UNIVERSITY!</b></p>
<b>READING</b>	<p><i>WARTIME Canada Project: A Window into the Canadian Experience During the World Wars.</i> <a href="http://wartimecanada.ca">http://wartimecanada.ca</a></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). <a href="http://chnm.gmu.edu/digitalhistory/introduction/">http://chnm.gmu.edu/digitalhistory/introduction/</a></p>

<b>DATE</b>	<b>01 December</b>
<b>TOPIC</b>	<p><b>Corporate History and Heritage Tourism: The Business of History &amp; the Public Historian</b></p> <p><b>Assignment #2 Due!</b></p>
<b>READING</b>	<p>Michael Wallace, "Serious Fun," <i>The Public Historian</i> 17:4 (Autumn 1995), pp. 83-89. <b>(OWL)</b></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. <b>(WESTERN LIBRARIES ONLINE)</b></p> <p>Eric Zimmer, "Is Deadwood gambling with history?"  <a href="http://publichistorycommons.org/is-deadwood-gambling-with-history-part-1/">http://publichistorycommons.org/is-deadwood-gambling-with-history-part-1/</a> and: <a href="http://publichistorycommons.org/is-deadwood-gambling-with-history-part-2/">http://publichistorycommons.org/is-deadwood-gambling-with-history-part-2/</a></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. <b>(OWL)</b></p>

## 2015

<b>DATE</b>	05 January
<b>TOPIC</b>	<b>Group- Building and Delivering Effective Presentations: Small Group Project Discussion</b>
<b>READING</b>	None today

<b>DATE</b>	12 January
<b>TOPIC</b>	<b>Sourcing the Past: Archival Collections and Management &amp; the Public Historian</b>
<b>READING</b>	Roy Rosenzweig, "Scarcity or Abundance? Preserving the Past in a Digital Era," <i>American Historical Review</i> 108:3 (June 2003), pp. 735-62. <b>(OWL)</b> Amy M. Tyson, "Review: Sears Holdings Archives," <i>The Public Historian</i> 33: 4 (November 2011), pp. 110-13. <b>(OWL)</b>

<b>DATE</b>	19 January
<b>TOPIC</b>	<b>SITE VISIT: ARCHIVES &amp; RESEARCH COLLECTIONS CENTRE (ARCC), WESTERN UNIVERSITY!</b>
<b>READING</b>	None today Student reflections for this site visit due by Friday, 23 January.

<b>DATE</b>	26 January
<b>TOPIC</b>	<b>Capturing the Past through Recorded Interview: Oral History &amp; the Public Historian</b>
<b>READING</b>	Donald A. Ritchie, "An Oral History of Our Time," <i>Doing Oral History: A Practical Guide</i> (New York, 2003), pp. 19-46. <b>(WESTERN LIBRARIES ONLINE)</b> Stephen High, "Telling Stories: Oral History and New Media," <i>Oral History</i> 38:1 (2010), pp. 101-11. <b>(OWL)</b> <i>MEMORYSCAPE AUDIO WALKS: Voices from the Hidden History of The Thames</i> <a href="http://www.memoryscape.org.uk/">http://www.memoryscape.org.uk/</a> and: "Dockers" <a href="http://www.memoryscape.org.uk/Dockers02.htm">http://www.memoryscape.org.uk/Dockers02.htm</a> "The Practitioners Speak: Grele, Portelli, and Shopes on Oral History": <a href="http://www.oralhistorycentre.ca/projects/histories-oral-historians">http://www.oralhistorycentre.ca/projects/histories-oral-historians</a> <i>Getting Word: African American Families of Monticello – "Hear Stories"</i> <a href="http://www.monticello.org/getting-word/stories/hear-stories">http://www.monticello.org/getting-word/stories/hear-stories</a>

<b>DATE</b>	02 February
<b>TOPIC</b>	<b>Public Policy, Historical Consulting &amp; the Public Historian</b> <b>GUEST SPEAKER: SEAN STOYLES, SENIOR RESEARCH CONSULTANT, CANADIAN DEVELOPMENT CONSULTANTS INTERNATIONAL (CDCI) RESEARCH, OTTAWA!</b>
<b>READING</b>	Mary Stevens, "Public Policy and the Public Historian," <i>The Public Historian</i> 32:3 (Summer 2010), pp. 120-38. <b>(OWL)</b> <i>History and Policy: Connecting Historians, Policymakers and the Media</i> <a href="http://www.historyandpolicy.org/">http://www.historyandpolicy.org/</a> 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. <b>(OWL)</b>

<b>DATE</b>	09 February
<b>TOPIC</b>	<b>Historical Archaeology &amp; the Public Historian</b> <b>MATERIAL CULTURE WORKSHOP/SITE VISIT:</b> <b>WESTERN MEDICAL ARTIFACTS COLLECTION!</b> <b>Small Group Project Topic Due!</b> Student reflections for this site visit due by Friday, 13 February.
<b>READING</b>	E. McClung Fleming, "Artifact Study: A Proposed Model," <i>Winterthur Portfolio</i> 9 (June 1974), pp. 153-73. <b>(OWL)</b> Barbara Little, "Topical Convergence: Historical Archaeologists and Historians on Common Ground," <i>Historical Archaeology</i> 41:2 (2007), pp. 10-20. <b>(OWL)</b> 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. <b>(OWL)</b>

## READING WEEK – 16 FEBRUARY – NO CLASSES!

<b>DATE</b>	23 February
<b>TOPIC</b>	<b>Local History, Genealogy &amp; the Public Historian</b>
<b>READING</b>	James B. Rhoads, "The Importance of Family History to Our Society," <i>The Public Historian</i> 1: 3 (Spring 1979), pp. 6-16. <b>(OWL)</b> Joseph Amato, "Rethinking Family History," <i>Minnesota History</i> 60:8 (Winter 2007-08), pp. 326-33. <b>(OWL)</b> 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. <b>(OWL)</b>

<b>DATE</b>	<b>02 March</b>
<b>TOPIC</b>	<b>Historic Preservation, Cultural Heritage Planning &amp; the Public Historian</b>
<b>READING</b>	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. <b>(OWL)</b> 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. <b>(OWL)</b> Bruce G. Harvey, "Preserve historic properties by selling them," Public History Commons (12 July 2013): <a href="http://publichistorycommons.org/preserve-historic-properties-by-selling-them/">http://publichistorycommons.org/preserve-historic-properties-by-selling-them/</a>

<b>DATE</b>	<b>09 March</b>
<b>TOPIC</b>	<b>Small Group Meetings</b>
<b>READING</b>	None today

<b>DATE</b>	<b>16 March</b>
<b>TOPIC</b>	<b>Small Group Presentations!</b>
<b>READING</b>	Readings relating to the day's presentation topics will be posted on the course website one week prior to today

<b>DATE</b>	<b>23 March</b>
<b>TOPIC</b>	<b>Small Group Presentations!</b>
<b>READING</b>	Readings relating to the day's presentation topics will be posted on the course website one week prior to today

<b>DATE</b>	<b>30 March</b>
<b>TOPIC</b>	<b>Small Group Presentations!</b>
<b>READING</b>	Readings relating to the day's presentation topics will be posted on the course website one week prior to today

<b>DATE</b>	<b>06 April</b>
<b>TOPIC</b>	<b>Towards a Career in Public History &amp; Wrap-up!</b> <b>Small Group Project Due!</b>
<b>READING</b>	None

## **ADDITIONAL STATEMENTS**

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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.

## **Medical Issues:**

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](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*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.*

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](mailto:rdashfo@uwo.ca)