

THE UNIVERSITY OF WESTERN ONTARIO  
DEPARTMENT OF HISTORY  
FALL/WINTER 2016-2017

## HISTORY 3813E: PUBLIC HISTORY

Mondays, 2:30pm – 4:30pm  
Stevenson Hall (STVH) 3166



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**Instructor:** Professor Michael Dove

**Phone:** 519 661-2111, ext. 84996

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

**Office:** Lawson Hall 1207

**Email:** mdove2@uwo.ca

**NOTE:**

**THE COMPLETE VERSION OF THE SYLLABUS WILL BE POSTED ON THE OWL COURSE WEBSITE PRIOR TO THE START OF CLASSES IN SEPTEMBER.**

### 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.

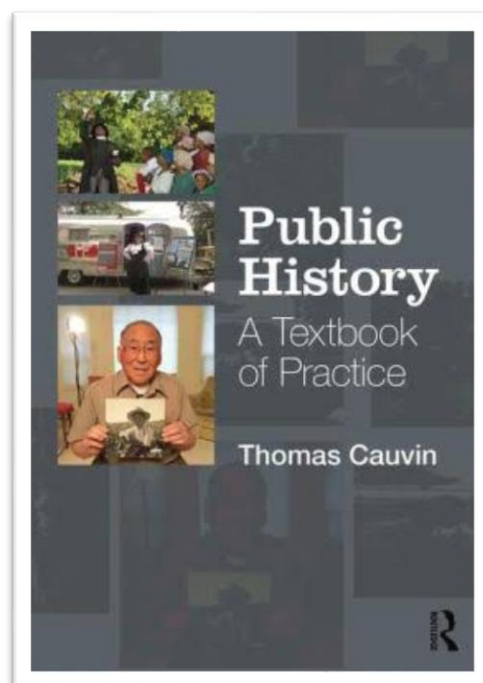
## REQUIRED TEXTS

Thomas Cauvin, *Public History: A Textbook of Practice* (Taylor & Francis, 2016).

There is just one textbook for this course. It is available at the Western Book Store and on 2-HR reserve at DB Weldon Library. Other readings will be assigned for each week, all of which will be available online or via the course website (OWL Sakai) as indicated in the Class Schedule below.

## COURSE EVALUATION

<b>Reflections (5)</b>	<b>25%</b>	<b>Small Group Project</b>	<b>30%</b>
<b>Critical Review</b>	<b>25%</b>	<b>Class Participation</b>	<b>20%</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 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 intervals over the year. Participation is weighted at **20%** of the final grade.

## **REFLECTIONS, REVIEW & THE SMALL GROUP PROJECT**

Students are asked to submit **Reflections** on their experiences for each of the **5 (five)** site visits we make during the course, ie. **Banting House NHS; The Royal Canadian Regiment Museum; "Dark Side of London" Walking Tour; Historic Labatt Brewery; and London Life Archives**. Each set of reflections will be limited to 500 words and should incorporate material from the relevant course lectures and readings. Questions and short readings to assist with the writing of these reflections will be provided. All submissions should be made to Drop Box via the OWL course website by 4pm of the following Friday. Each reflection will be worth **5%** of the final course grade.

Students will write a **6-8 page Critical 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 **07 November** and the review will be due on **05 December**. 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: an electronic version via Drop Box, 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 consult with individuals and/or institutions whose work is particularly relevant to group proposals.

A brief summary of the intended proposal will be due on **13 February** and the final product will be due on **07 April**. Groups will deliver a 30 minute presentation of their work during classes scheduled for the closing weeks of the Winter term in March. 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 **13 March** 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.

## 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 2% each day thereafter, including weekends.



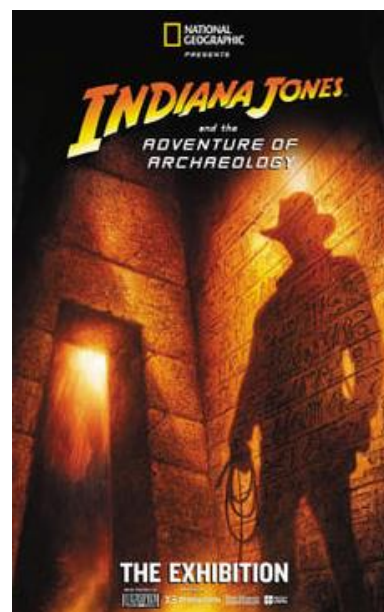
## CLASS SCHEDULE

2016

12 September

Welcome! What is Public History? What do Public Historians do?  
How will this course prepare me for graduate study and/or a career?

Readings: None



19 September

Representing the Past through Historic Sites & Museums

Readings: Cauvin textbook, pp. 1-21; 27-49; 140-158.

Margaret Conrad, Jocelyn Létourneau, and David Northrup, "Canadians and Their Pasts: An Exploration in Historical Consciousness," *The Public Historian* 31:1 (February 2009), pp. 15-34. **(OWL)**

Veronica Strong-Boag, "Experts on Our Own Lives: Commemorating Canada at the Beginning of the 21st Century," *The Public Historian* 31:1 (February 2009), pp. 46-68. **(OWL)**



26 September

**SITE VISIT: BANTING HOUSE NATIONAL HISTORIC SITE!**

**Readings:**

Banting House NHSC:

<http://bantinghousesnhsc.wordpress.com/>

**NOTE:** Student reflections for this site visit due Friday, 30 September. Refer to course website for questions to consider and resources to aid with this assignment.



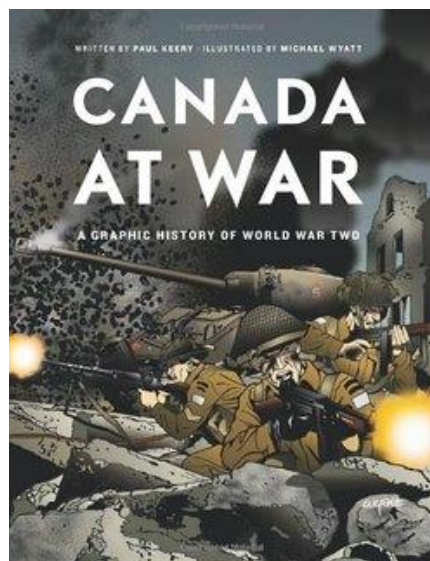
03 October

**Fact & Fiction in Popular History: Comics, Games, Novels and Websites**

**Readings:** Cauvin textbook, pp. 107-124; 195-197.

Watch video “Empire or Humanity? What the Classroom Didn't Teach Me about the American Empire,” narrated by Viggo Mortensen, based on Howard Zinn’s *A People’s History of American Empire: A Graphic Adaptation* (2008):

<http://americanempireproject.com/a-peoples-history-of-american-empire/>



Sean Carleton, “Rebranding Canada with Comics: Canada 1812: Forged in Fire and the Continuing Co-optation of Tecumseh” (2014):

<http://activehistory.ca/papers/history-papers-15/>

Molly Osberg, “The Assassin's Creed curriculum: can video games teach us history?”

Reprogramming the Past from the Oregon Trail to Columbine” (2014):

<http://www.theverge.com/2014/9/18/6132933/the-assassins-creed-curriculum-can-video-games-teach-us-history>

**THANKSGIVING DAY – 10 OCTOBER – NO CLASSES!**

**17 October**

**SITE VISIT: THE ROYAL CANADIAN REGIMENT (RCR) MUSEUM!**

**Readings:**

The Royal Canadian Regiment:  
<http://thercr.ca/main/index.php/regimental-history>

NOTE: Student reflections for this site visit due Friday, 21 October. Refer to course website for questions to consider and resources to aid with this assignment.



**24 October**

**The Real/Reel Past: Hollywood History & the Public Historian**

**Readings:** Cauvin textbook, pp. 163-172.

Alan S. Marcus and Jeremy D. Stoddard, “Tinsel Town as Teacher: Hollywood Film in the High School Classroom,” *The History Teacher* 40:3 (May 2007), pp. 303-330. **(OWL)**

Robert Brent Toplin, “Cinematic History: Where Do We Go From Here?” *The Public Historian* 25:3 (Summer 2003), pp. 79-91. **(OWL)**

Andrew Urban, “Art as an Ally to Public History: 12 Years a Slave and Django Unchained,” *The Public Historian* 36:1 (February 2014), pp. 81-6. **(OWL)**

**31 October – HALLOWEEN!!!**  
**SITE VISIT: THE ‘DARK SIDE OF LONDON’ WALKING TOUR!**

**Readings:** Cauvin textbook, pp. 188-195.

Christopher Doty, “Hanging Days”:  
<https://dotydocs.theatreinlondon.ca/Archives/hangings/hangings.htm>

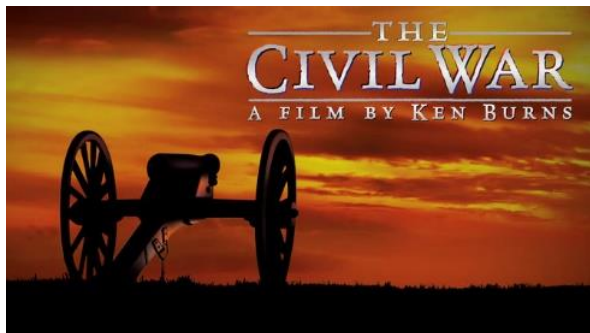


NOTE: Student reflections for this site visit due Friday, 04 November. Refer to course website for questions to consider and resources to aid with this assignment.



07 November

True History? The Documentary & the Public Historian



**Due: Review Topic!**

**Readings:**

*Nanook of the North* (1922). Log into Western Libraries:

<https://uwo-kanopystreaming-com.proxy1.lib.uwo.ca/video/nanook-north-0?final=1>

Lucia, Ricciardelli, “Realist Documentary” (pp. 17-33); and “Ken Burns: The Master of Consensus in the Age of Dissent,” (pp. 79-108), in *American Documentary Filmmaking in the Digital Age* (2015):

[http://reader.ebib.com.proxy1.lib.uwo.ca/\(S\(givyapmy1ca4hzn511jug5ar\)\)/Reader.aspx?p=1864758&o=260&u=a69692d41b41c219c7a34cf1e641936f&t=1472418697&h=B7D6DA49C4AC434A8584152735EA6B83FFB74C14&s=47553083&ut=808&pg=78&r=img&c=-1&pat=n&cms=-1&sd=2](http://reader.ebib.com.proxy1.lib.uwo.ca/(S(givyapmy1ca4hzn511jug5ar))/Reader.aspx?p=1864758&o=260&u=a69692d41b41c219c7a34cf1e641936f&t=1472418697&h=B7D6DA49C4AC434A8584152735EA6B83FFB74C14&s=47553083&ut=808&pg=78&r=img&c=-1&pat=n&cms=-1&sd=2)

14 November

The Business of History & the Public Historian: Corporate Uses of the Past

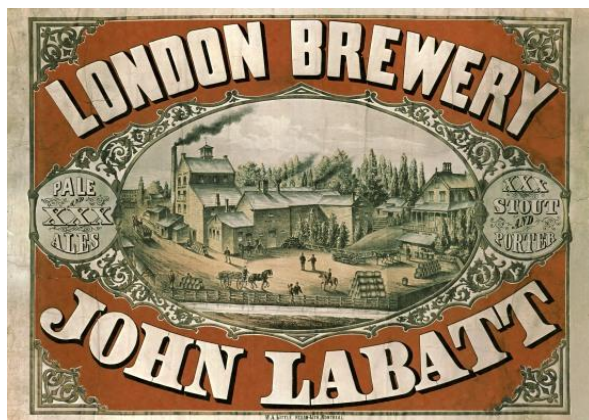
**Readings:**

Special Review Section:  
Corporate Presentations of History (“Introduction,” “The Samuel Adams Brewery Tour,” “The Hershey Story,” “Levi Strauss & Co.”), *The Public Historian* 33:1 (February 2011), pp. 73-86. (OWL)



21 November

**SITE VISIT: HISTORIC LABATT BREWERY TOUR!**



**Readings:**

Labatt Brewery - "History":

<http://www.labatt.com/company/history.php>

**NOTE:** Student reflections for this site visit due Friday, 25 November. Refer to course website for questions to consider and resources to aid with this assignment.

28 November

**The Business of History & the Public Historian: Heritage Tourism**

**Readings:**

Oliver Cox, "The 'Downton Boom': Country Houses, Popular Culture, and Curatorial Culture," *The Public Historian* 37:2 (May 2015), pp. 112-119. **(OWL)**

Gerald Figal, "Between War and Tropics: Heritage Tourism in Postwar Okinawa," *The Public Historian* 30:2 (May 2008), pp. 83-107. **(OWL)**

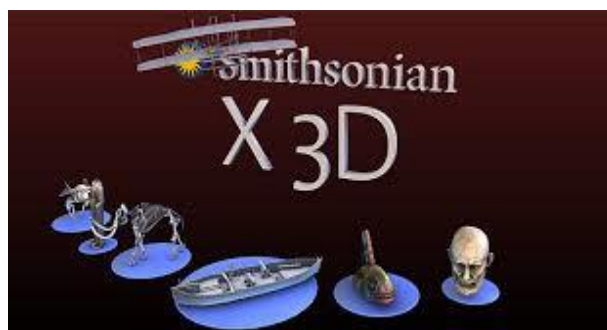
Duncan Light, "Taking Dracula on Holiday: The Presence of 'Home' in the Tourist Encounter," Laurajane Smith et als., eds., *The Cultural Moment in Tourism* (2012), pp. 59-78: <http://www.lib.uwo.ca/cgi-bin/ezpauthenticate.cgi?url=http://lib.myilibrary.com?id=383308>

05 December

**Digital "Public" History**

**Due: Review Essay!**

**Readings:** Cauvin textbook, pp. 174-184; 197-201.



Daniel Cohen and Roy Rosenzweig, "Introduction: Promises and Perils of Digital History," *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2005): <http://chnm.gmu.edu/digitalhistory/introduction/>

2017

09 January

Group- Building and Delivering Effective Presentations:  
Small Group Project Discussion

Readings: None



16 January

Sourcing the Past: Archival Collections & Management and the  
Public Historian

Readings:

Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era,”  
*American Historical Review* 108:3 (June 2003), pp. 735-62. (OWL)

Amy M. Tyson, “Review: Sears Holdings Archives,” *The Public Historian* 33: 4  
(November 2011), pp. 110-13. (OWL)

23 January

**SITE VISIT: LONDON LIFE  
ARCHIVES!**

Due: Group Contracts Due!



**Readings:**

London Life: More Than 130 Years of Service:

<http://www.londonlife.com/002/Home/CorporateInformation/CompanyOverview/EarlyYears/index.htm>

**NOTE:** Student reflections for this site visit due Friday, 27 January. Refer to course website for questions to consider and resources to aid with this assignment.

**30 January****Capturing the Past through Recorded Interview: Oral History and the Public Historian**

**Readings:** Cauvin textbook, pp. 89-95.

Donald A. Ritchie, "An Oral History of Our Time," *Doing Oral History: A Practical Guide* (New York, 2003), pp. 19-46:

<http://lib.mylibrary.com.proxy1.lib.uwo.ca/Open.aspx?id=83779>

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

**06 February**

**SITE VISIT: WESTERN  
MEDICAL ARTIFACT  
COLLECTION!/  
MATERIAL CULTURE  
WORKSHOP**

**Due: Group Contracts Due!**

**Readings:**

E. McClung Fleming, "Artifact Study: A Proposed Model,"

*Winterthur Portfolio* 9 (June 1974), pp. 153-73. **(OWL)**

Michelle A. Hamilton and Rebecca Woods, "A Wealth of Historical Interest": The Medical Artifact Collection at the University of Western Ontario," *The Public Historian* 29: 1 (Winter 2007), pp. 77-91. **(OWL)**

**NOTE:** There are **no** student reflections due for this site visit.



13 February

Historical Consulting and the Public Historian

**GUEST SPEAKER: SEAN STOYLES, SENIOR RESEARCH CONSULTANT, CANADIAN DEVELOPMENT CONSULTANTS INTERNATIONAL (CDCI) RESEARCH, OTTAWA!**

**Due: Small Group Project Topic!**

**Readings:** Cauvin textbook, pp. 250-267.

Mary Stevens, "Public Policy and the Public Historian," *The Public Historian* 32:3 (Summer 2010), pp. 120-38. **(OWL)**

Matthew C. Godfrey, "The Problems with Publishing: Obstacles Faced by History Consultants in Publishing Their Work," *The Public Historian* 30: 4 (Fall 2008), pp. 28-34. **(OWL)**

**READING WEEK – 20 FEBRUARY – NO CLASSES!**

27 February

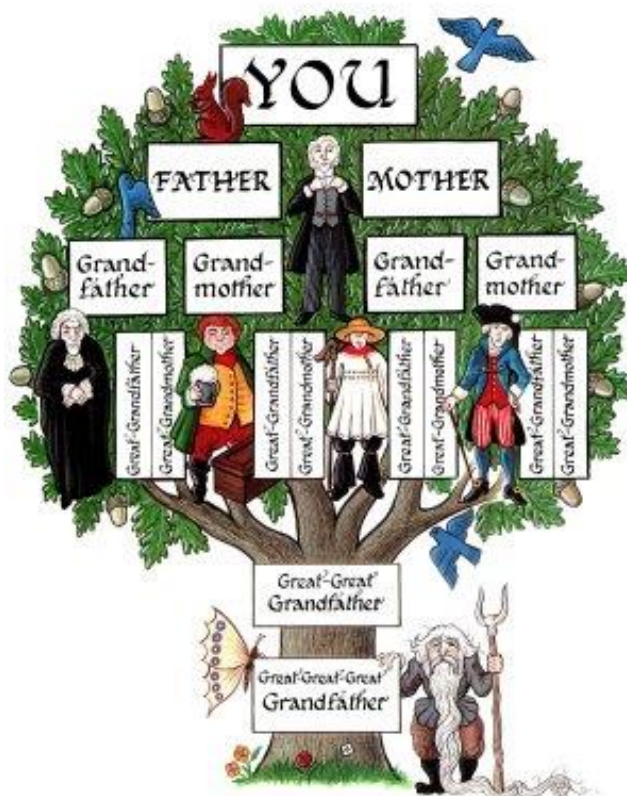
Local History & Genealogy and the Public Historian

**Readings:** Cauvin textbook, pp. 96-103.

James B. Rhoads, "The Importance of Family History to Our Society," *The Public Historian* 1: 3 (Spring 1979), pp. 6-16. **(OWL)**

Joseph Amato, "Rethinking Family History," *Minnesota History* 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," *Journal of Popular Culture* 41:3 (June 2008), pp. 393-412. **(OWL)**



06 March

## Historic Preservation and the Public Historian

**Readings:** Cauvin textbook, pp. 55-81.

Joseph Heathcott, "Curating the City: Challenges for Historic Preservation in the Twenty-First Century," *Journal of Planning History* 5:1 (February 2006), pp. 75-83. (OWL)

Amy E. Facca and J. Winthrop Aldrich, "Putting the Past to Work for the Future," *The Public Historian* 33: 3 (Summer 2011), pp. 38-57. (OWL)

"The Condemnation of Memory: What's Behind the Destruction of World Heritage Sites," *The Conversation* (2015): <http://theconversation.com/the-condemnation-of-memory-whats-behind-the-destruction-of-world-heritage-sites-36579>



13 March

## Small Group Meetings

**Readings:** None

## 20 March

### Small Group Presentations!

#### Readings:

Readings relating to the day's presentation topics will be posted on the course website one week prior to today.

## 27 March

### Small Group Presentations!

#### Readings:

Readings relating to the day's presentation topics will be posted on the course website one week prior to today.

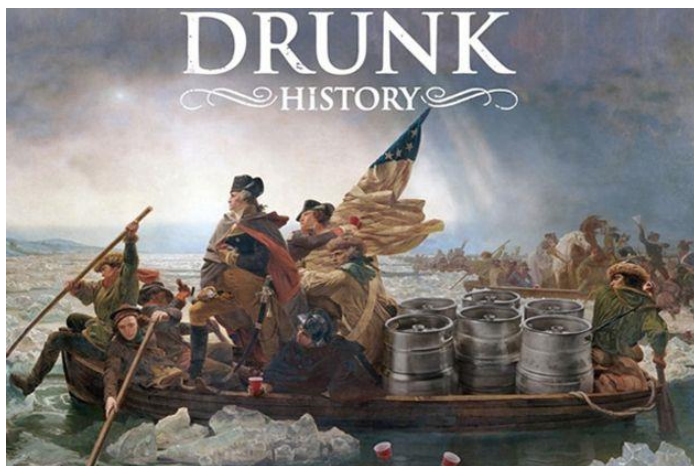
## 03 April

### Small Group Presentations!

**NOTE: Small Group Project Due by Friday, 07 April!**

#### Readings:

Readings relating to the day's presentation topics will be posted on the course website one week prior to today.



## 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 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)