



The University of Western Ontario

HIS9800: PUBLIC HISTORY - THEORY, HISTORY & PRACTICE
HIS9801: PUBLIC HISTORY GROUP PROJECT

"The history that lies inert in unread books does no work in the world."
~Carl Becker, "Everyman His Own Historian"

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Office Hours: Tues. 1:30-3:30

Course Description: These seminar and project-based courses examine history as it is communicated to and understood by the public including:

Public history theory: Topics and issues such as authenticity, commemoration, 'imagined communities,' invented tradition, 'usable pasts,' contested places, colonialism/decolonization, historical designation and preservation, living history, heritage tourism, legislation, public policy, (mis)representation, diversity, oral history, ethics, gender, class, natural and built environments, intangible heritage, education vs. entertainment, and social memory.

The history of public history: Examination of the establishment of Canadian museums, archives, government agencies and the individuals key to their development.

The practice of public history: Through readings, guest speakers, site visits, workshops and projects, students learn the methods and skills practiced by public historians today.

We meet weekly in person to discuss readings, listen to guest speakers, and participate in workshops. Some classes will be or include meetings with project partners which will not necessarily take place in the classroom. Some PD seminars may be slotted on other days when speakers' schedules conflict with ours or we need more time for a site visit.

Learning Objectives

At the end of these courses students will have:

- conducted graduate level research in primary and secondary sources;
- examined the theory and history of public history;
- an understanding of the main avenues for practicing public history;
- a broad range of the different skills that public historians use;
- an ability to communicate history to the public through a variety of media;
- a familiarity with the major issues and legislation public historians face;
- an ability to examine critically public presentations of history;

- practiced non-traditional historical skills such as project management, team work, budgeting, promotion, and working with community stakeholders;
- had opportunities for reflective, collaborative, service-based, and experiential learning;
- contacts with practicing public historians.

Enrollment Restrictions: These courses are restricted to MA students in the Public History field.

Course Materials: Most readings for seminars are online, through the library catalogue (LC) and OWL. Weldon has hard copies of most readings. There are other readings for the two community projects which must be completed either for group research or as preparation for project work in class. For books to be shared, I recommend finding a common place to leave them.

Evaluation

Fall 2024

Participation (class discussion, group meetings, blogging, PDS) 25%
 TikTok Assignment (individual mark) 10%
 Research Report (group mark) 25%
 LACH Report (individual mark) 25%
 LACH Presentation (individual mark) 15%

Winter 2025

Participation (class discussion, group meetings, blogging, PDS) 20%
 Documentary Film Trailer (group mark) 60%
 Oral History Reflective Report/Recording/Transcript/Forms (individual mark) 20%

Due Dates and Late Penalties:

Penalty for late assignments is 2% each day (including Saturdays and Sundays). See the Policy on Accommodation for Illness ([Western University \(uwo.ca\)](http://Western University (uwo.ca)))

Participation

Students are expected to have read and digested the assigned readings before class and participate fully in class seminars. Students must actively participate in all workshops, PD, and in group project work that occurs outside of class which may be partly assessed through peer review. Students may also blog about their readings and activities using the blogs set up for Digital Public History in case of a missed class.

Seminar Participation Rubric

Seminar participation will be marked weekly and then averaged at the end of each term. You may come and see your weekly marks at any time.

Preparation: Evident preparation for the seminar.

Initiative: Questions asked focus, clarify and summarize discussion.

Response: Quality of response reflects knowledge, comprehension and application of readings.

Discussion: Quality of response extends discussion, and reflects analysis, synthesis and evaluation.

Group Project Meetings (GPM)

Some of the time set aside for group project meetings is for project planning, strategic meetings, updating the instructor, receiving feedback, or conducting group-related research. Some group project meetings may be, or include, meetings with project partners, and may be outside of the classroom. Small and large groups will also meet at additional times, to be determined by each group and the stage of the project.

Metcalf Professional Development Series (PDS)

As part of History 9800/01, attendance is **mandatory**. Speakers generally visit during class, but may be scheduled at other times, based on their schedules. Site visits generally occur on Fridays when more time is needed. If you have a conflict, let us know immediately.

TikTok Assignment

Most heritage institutions use social media to attract audiences and visitors, and public historians need to communicate information in short amounts of time for a non-specialist audience. Each student will prepare a submission to the Public History program's TikTok channel. The content is up to you but should focus on your work and life as a Public History student. The goal is to showcase the program and your work, and gain new followers for this new initiative.

Collaborative Community-Based Projects

A. Built Heritage Project

The City Heritage Planning office and the Community Advisory Committee on Planning <https://london.ca/advisory-committees> seek research and documentation on built heritage in London for designation, conservation, and planning purposes. Students will each research one building, following the city's assessment protocol under the *Ontario Heritage Act*.

Deliverables

- a short report (approx. 10 pages of text plus photos, maps, charts) using the city's template, assessing the significance of your building, including comprehensive footnotes and bibliography, and revised using feedback from CACP members
- 7-minute presentation to CACP members for feedback and revision, which addresses all 3 areas of research

History 9801: SWEET: O-Pee-Chee's Confections

The Project

We are researching the history of gum and candy making by London's O-Pee-Chee company, including archival research and oral history interviews. You will turn this research into a professional trailer, suitable for submission to a film festival, as the first step to a documentary film.

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Francine McKenzie (historygradchair@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Statement on the Use of Generative Artificial Intelligence (AI):

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

All required papers may be subject to submission for textual Course Outlines similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking 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>).

NOTE: See Policies and Statements on the Graduate section of the History Department Website, https://history.uwo.ca/graduate/program_information/graduate_policies_and_statements.html. This includes additional information on academic support services for health and wellness and gender based sexual violence. You can also find information on other academic policies, including copyright, plagiarism, and accessibility.

Statement on Gender-Based and Sexual Violence:

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca