

Huron University College
Department of History
Fall 2017
HISTORY 2811F
Historians, Communities, and the Past

Class Meets: Tuesday: 2:30-3:30, Thursday: 3:30-5:30. HC – V208

Instructor: Dr. Tim Compeau

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Office Hours: Mon: 10:30 to 11:30, Wed: 11:00-12:30

Course Description

This course is designed to provide students with an opportunity to work with members of the local community on their history projects. The course has two components. First, it provides students with the context in which Canadians engage with the past and the ethical obligations required of historians. Second, students will be introduced to the resources and skills that will enhance their work with local communities.

Learning Objectives:

By the end of the course students will have learned to or refined their ability to:

- a clear understanding of the historical work presently undertaken in the London area and in local communities generally.
- a clear understanding of the practice of public history and the role of the public historian.
- knowledge of the skills and resources necessary to meet the needs of local communities.
- knowledge of the ethical obligations required of historians working with communities
- practical experience working with in a collaborative environment with a community partner.

Required Texts:

All readings can be found on JSTOR, Sakai, on library reserve, or have their stable URLs listed in the course summary below.

Assignments:

Participation (Ongoing): 25%
Exhibit Review (Oct. 24): 15%
Group Project Proposal: 5%
Group Project Presentation: 5%
Group Project: 20%
Research Paper: 20%
Walking Tour Review (Nov. 7): 5%

All papers must be double-spaced, 12 pt font, and use Chicago Manual of Style citation rules.

Participation: Discussion is a key component of this course, and students are expected to have completed the weekly readings and actively contribute to class discussions. *Failure to attend 6 classes will result in a participation grade of 0%.*

Exhibit Review: On their own time, students will conduct a visit to a museum or heritage site of their choosing and critically evaluate an exhibit (or the overall site), based on the criteria explored in class. Students should document their visit, take copious notes, and write a 5 to 7 - page review. A handout and further instruction will be provided in class.

Group Project: In groups of two or three, students will draft a detailed proposal for a museum exhibit, online experience, game, play, video documentary, etc. about the history of a local community or historical event, geared to a local community museum or other institution. This will be submitted with a bibliography to the instructor on Sept. 26. More details will be discussed in class.

The group will then flesh out the proposal, story boarding, drafting texts or scripts, identifying artifacts, experimenting with different designs, technologies etc. and formally present their findings to the class on Nov. 30/Dec.5. Rather than a completed exhibit etc., the students produce an extensive portfolio of the project with as many elements completed as possible. Because students will begin the course with varied levels of experience, evaluation of the group project will focus on student willingness to engage with and think about the methods and theory, and not necessarily on technical proficiency and attainment.

Research Paper: Students will explore a local public history or social memory topic of their choice, and draft a formal, 10 page essay. More details will be discussed in class.

Lecture Schedule and Reading Assignments:

Thursday Sept. 7: Introduction – Communities and History

Week 1:

Tuesday Sept. 12: Understanding Local History and Community Memory

Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998), 15-36.

Margaret Conrad, et al “Everybody’s Doing It,” in *Canadians and Their Past*s (Toronto: U of T Press, 2013).

Thursday Sept. 14: Public Historians and Local History

Faye Sayer, *Public History: A Practical Guide* (New York: Bloomsbury Inc, 2015), 113-146.

Carol Kamen, *On Doing Local History*, (New York: Altamira Press, 2003), 1-40.

“Internationalizing Public History” Serge Noiret, Public History Weekly, Oct. 9, 2014
<https://public-history-weekly.degruyter.com/2-2014-34/internationalizing-public-history/>

H. P. R. Finberg, “How Not to Write Local History,” from *Local History: Objective and Pursuit* (1967), 71-86.

Primary: Examples of Local History Newsletters

Skills Development: Writing for a public audience

Week 2:

Tuesday Sept. 19: Case Study: London Neighbourhoods

Speaker: Mark Tovey, UWO Post-Doctoral Fellow

Readings: TBD

Thursday Sept. 21: Communities in London and Surrounding Area

Exploring and Identifying Local Communities through Archives and Research Collections Centre, D.B. Weldon Library.

Bibliography provided by instructor.

Week 3

Tuesday Sept. 26: Imagined Communities and Popular History, Talk by Charlotte Gray

Readings: Selections from Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (New York: Verso, 2006 [1983]).

Selections from Charlotte Gray provided by instructor.

*Class coincides with 2017 Goodman Lectures. Class will take place on main campus at Somerville House, room 3326 (The Great Hall).

http://history.uwo.ca/about_us/events/goodman_lectures.html

Thursday Sept. 28: Canada 150, Talk by Charlotte Gray

*Class coincides with 2017 Goodman Lectures. Class will take place on main campus at Somerville House, room 3326 (The Great Hall). Students who are able should attend the lecture beginning at 2:30. Class will begin late at 4:15 for a discussion of the lectures and readings.

Week 4

Tuesday 3 Oct.: Ethics and Community History

Margaret Conrad, et al, "The Problem of Trust" in *Canadians and Their Pasts* (Toronto: U of T Press, 2013).

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (Dunedin: University of Otago Press, 2008), ch. 1 and 2.

Thursday 5 Oct: Community Museums

David Dean, *Museum Exhibition: Theory and Practice* (London: Routledge, 1994) On Library Reserve.

Skills development: Exhibit design workshop

Week 5

READING WEEK: NO CLASSES

Week 6

Tuesday Oct. 17: Immigrant Communities and Local History

Margaret Conrad, et al "Immigration and Historical Memory," in *Canadians and Their Pasts* (Toronto: U of T Press, 2013), 29-47.

Thursday Oct. 19: Decolonizing Local History

Selections from: Keith Thor Carlson, *Problem of Place*

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (Dunedin: University of Otago Press, 2008), 3 and 7.

Week 7

Tuesday Oct. 24: Living History

Vanessa Agnew, "What Is Reenactment?" *Criticism*, Vol. 46, No. 3, Special Issue: Extreme and Sentimental History (Summer 2004), pp. 327-339.

Carl R. Weinberg, "The Discomfort Zone: Reenacting Slavery at Conner Prairie" *OAH Magazine of History*, Vol. 23, No. 2, Antebellum Slavery (Apr., 2009), pp. 62-64

Exhibit Reviews Due

Thursday Oct. 26: Re-enactor Communities

Discussion with local teacher and re-enactor Chris McKay. Re-enacting and Community Engagement

Week 8

Tuesday Oct. 31: Communities, Place-Based History, and Dark History Tourism

Richard Sharpley, "Shedding Light on Dark Tourism: An Introduction," in Richard Sharpley and Philip R. Stone eds. *The Darker Side of Travel: The Theory and Practice of Dark Tourism* (Bristol, UK: Channel View Publications, 2009), 3-22.

"Is Dark History OK?" <http://www.nationalgeographic.com/travel/features/is-dark-tourism-ok-chernobyl-pripyat-disaster-sites/>

Thursday Nov. 2: London Dark History Walking Tour Review

Students will meet downtown at the regularly scheduled class time to follow a digital walking tour created by the Public History Masters students. Students will submit a short 2 page critical review.

Week 9

Tuesday Nov. 7: Teaching History

Faye Sayer, *Public History: A Practical Guide* (New York: Bloomsbury Inc, 2015), 73-111.

Walking Tour Review Due

Thursday Nov. 9: History for Kids

Discussion with Jeremy Marks, Director of DEMOI Education

Readings: TBD

Skills Development: Engaging Youth – Writing and Making History with Students

Week 10

Tuesday Nov. 14: Genealogical Communities

Speaker: TBD

Paula Nicolson, *Genealogy, Psychology, and Identity: Tales from a Family Tree* (New York: Routledge, 2017).

Larry Aaron, "Using Genealogy to Teach History," *OAH Magazine of History*, Vol. 6, No. 3, (Winter, 1992): 5-7.

Thursday Nov. 16: Historical Demography

Selections from: Bruce Curtis, *The Politics of Population*

Skills Development: Working with Census Data

Week 11

Tuesday Nov. 21: Building Communities Online

Meg Foster, "Online and Plugged In? Public History and Historians in the Digital Age." *Public History Review*, 21 (December 2014): 1–19.

Thursday Nov. 23: Digital History and Crowdsourcing the Past

Ruth B. Phillips, "The Digital (R)Evolution of Museum-Based Research" (Chapter 15 of [Museum Pieces: Toward the Indigenization of Canadian Museums](#)) Requires UWO proxy off campus. Also see: "[The Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures](#)"

Other examples provided by instructor.

Skills Development: Introduction to digital platforms for public history – choose from list.

Week 12

Tuesday Nov. 28: Local History as Sites of Controversy

Sections from: Erika Doss, *Memorial Mania: Public Feeling in America* (Chicago, University of Chicago Press, 2010)

Thursday Nov. 30: Group Project Presentations

Week 13

Tuesday Dec. 5: Group Project Presentations

Thursday Dec. 7: Final Papers Due

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*

¹ They should be in Arabic, not Roman numerals or letters.

- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary.

For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors

to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on 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_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;

Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
Unauthorized resubmission of course work to a different course;
Helping someone else cheat;
Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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 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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

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.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>