

**Huron University College**  
**Department of History**  
**Fall 2018**  
**HISTORY 2811F**  
**Historians, Communities, and the Past**

**Class Meets:** Monday: 4:30-5:30, Wednesday: 3:30-5:30. HC – V207

**Instructor:** Dr. Tim Compeau

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Office Hours: Mondays 12:30-4:30, Thurs: 11:30-12:30

**Course Description**

This course is designed to introduce students to public history at the community level. 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 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: 25%

Exhibit Review: 20% (Due Oct. 24)  
Group Project Proposal: 5%  
Group Project: 25% (Due Dec. 5)  
Research Paper: 20% (Oct. 3)  
Walking Tour Review: 5% (Due. Nov. 7)

**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, 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. 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. Depending on the nature of the project, students can complete the project or produce an extensive portfolio of their vision 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:**

### **Monday Sept. 10: Introduction – Communities, the Past, and Historians**

### **Wednesday Sept. 12: Understanding Local History and Community Memory**

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

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

### **Monday Sept. 17: Sources of Local History: Archives**

James M. O’Toole, *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 1990).

### **Wednesday Sept. 19: Sources of Local History: Archives**

Visit to Archives and Research Collections Centre, (ARCC). Meet at D.B. Weldon Library.

### **Monday Sept. 24: Ethics, Public Historians, and Communities**

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

### **Weds Sept. 26: Oral History**

Donna DeBlasio, Charles Ganzert et al, *Catching Stories: A Practical Guide to Oral History*, Chapters 1 and 5.

### **Monday Oct. 1: Writing for a Public Audience**

Skills development: Writing for a Public Audience

### **Weds. Oct. 3: Community Museums**

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

Skills development: Exhibit design workshop

Research Papers Due

### **Oct. 8-12 READING WEEK: NO CLASSES**

### **Monday Oct. 15: Mapping the Past**

Exploring online Mapping Platforms

### **Weds Oct. 17: Sources of Local History: Maps**

Visit to the Map and Data Centre, D.B. Weldon Library

### **Monday Oct. 22: Living History I**

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.

Laura Peers, "'Playing Ourselves': First Nations and Native American Interpreters at Living History Sites," *The Public Historian*, Vol. 21, No. 4 (Autumn, 1999): 39-59.

### **Weds Oct. 24: Living History II**

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

### **Exhibit Reviews Due**

### **Monday Oct. 29: 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/>

### **Weds Oct. 31: London Walking Tour**

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.

### **Monday Nov. 5: Teaching History**

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

### **Weds Nov. 7: Discussion with Jeremy Marks, Director of DEMOI Education**

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

### **Walking Tour Review Due**

### **Monday Nov. 12: Genealogical Communities**

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.

### **Weds Nov. 14: Local History as Sites of Controversy**

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

### **Monday Nov. 19: 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.

### **Weds Nov. 21: Project Studio Session**

### **Monday Nov. 26: Project Studio Session**

### **Weds Nov. 28: Project Studio Session**

### **Monday Dec. 3: Project Presentation**

### **Weds Dec. 5: Group Project 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.<sup>1</sup>

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*
- 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:

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

<sup>2</sup>Basil 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:

<sup>3</sup>Careless, *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.

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

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>. Accessed October 22, 2012.

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



**The Appendix to Course Outlines is posted on the OWL course site.**