

AP/HIST 4840: Public History

Department of History, York University
Fall/Winter 2020-21

Time: Mondays, 14:30-17:30

Format: Online mixed (synchronously and asynchronously)

Moodle site: <https://moodle.yorku.ca/moodle/course/view.php?id=170724>

Course Director

Dr. Gilberto Fernandes

Office hours: By appointment only

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Course description

Public history refers to the ways that historical knowledge and representations are produced, understood by and interpreted for general (non-academic) audiences. This course examines the history, theory, and practice of public history in a wide variety of venues and formats, including museums, archives, historic sites, the internet, video games and film. In addition to class readings and discussions, workshops throughout the course will introduce students to a range of practical skills for the public presentation of historical knowledge, including oral history interview techniques, communication and presentation skills, and various digital tools for public history. Students will learn from various public history professionals who will participate in our Fall term classes as guest speakers and as Winter term placement supervisors working directly with the students.

Learning objectives

Students who successfully complete requirements for HIST4840 will be able to:

- identify key debates within the scholarly literature on public history and describe how they have changed over time
- analyse and critique concrete experiences of public history practice
- conduct independent research on a specific topic using primary sources
- read original evidence, scholarly arguments, and relevant popular depictions closely and critically
- devise a public history project, exploring and synthesizing a wide range of sources, crafting a narrative about the past, and presenting it in an accessible and creative manner (podcast, journalistic news article, walking tour, exhibition, short film, etc.)
- collaborate and communicate in a professional manner with institutions and/or community organizations
- explain and evaluate themes, concepts, and approaches relevant to public history

Format

Course meetings

Course meetings will be held online through Zoom and will include discussions of readings, skills workshops, and guest speakers. Some of the content in our weekly meetings will be pre-recorded, but most of it will be synchronous (live). For equity purposes, some portions of our meetings will be recorded for asynchronous participation. Students can choose not to have their in-class participation recorded, provided that they tell the course instructor ahead of time. Although aimed at those students who cannot participate in our meetings synchronously, these recordings will be available on Moodle for all students to review.

Given the possibility of a second wave of the Covid-19 pandemic, all courses at York University in the 2020 Fall term will be offered online. Instructors have the option of teaching synchronously (live) via Zoom, asynchronously (pre-recorded), or provide a mixture of both. HIST4840 does the latter, in that students will be able to participate in either one of those formats. To ensure that asynchronous participants have equitable access to the course's contents, most parts of our seminars (i.e. discussion, guest speakers, and workshops) will be recorded. Students who do not consent to be recorded should inform the course instructor as soon as possible. During Zoom seminar meetings, students who wish to remain private can turn off their cameras and microphones, and change their names as they appear on screen. Whenever these students wish to participate in the class discussion, the instructor will pause the recording before they speak, provided that the student uses the "raise hand" feature on Zoom and waits for the instructor's cue before speaking. For more information see the "Privacy" section under the "Rules and Policies" below.

Seminar recordings will be posted on Moodle. All recordings will be deleted one week after the end of the course. Students are not allowed to show or share these recordings outside of our class. For more information see the "Intellectual property notice" section under the "Rules and Policies" below.

Public history placements

Students will be placed with a museum, archives, heritage institution, or other public history professionals for the placement portion of the course. Placements will begin in January 2021. Students will provide 120 hours of service (10 hours/week) to their public history placements over the Winter term. They will negotiate their schedules directly with their supervisor and keep track of their weekly activities in a logbook. At the end of the Winter term, students will present their projects to the history department and their placement supervisors at our course's annual public history conference.

Given the possibility of a second wave of the Covid-19 pandemic, it is impossible to know in advance whether or not the placements and the public history conference can take place on-site at any point during the Winter term. For this reason, all placements are designed for remote online work, which the students will be able to perform from home. If circumstances permit and all parties involved feel safe, students will be allowed to visit or work at the placement site and present their projects in person.

Evaluation

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade

designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C+60-64, etc.).

For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>

Religious Observance Accommodation: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Participation	25%
Fall: Seminar discussion (S) or Reading notes (AS)	(7.5%)
Fall: Discussion leadership (S) or Pre-recorded presentation (AS)	(5%)
Fall: Exercises (S & AS)	(5%)
Winter: Logbook and placement supervisor evaluation	(7.5%)
Letter of introduction	5%
Public history podcast	20%
Proposal	(5%)
Final podcast	(15%)
Research paper	20%
Project proposal	(5%)
Placement project presentation	10%
Placement project (final)	20%

Assignments

Participation

Percentage of final grade: 25%

Participation grades in the Fall term will be given for either synchronous (S) or asynchronous (AS) contributions. **Synchronous participants cannot later opt to do asynchronous assignments.** Your participation grade will be based on:

- Seminar discussion (S) or reading notes (AS) (7.5%):
 - (S) Your individual contributions to in-class discussions and workshops. Students are expected to read all of the assigned materials and come to class prepared to participate actively, to engage critically with the readings and with the responses of fellow students;
 - (AS) The completion of weekly reading notes for two of the assigned texts. Reading notes are due at the beginning of class via email; they will not be graded if received after that. Note templates will be provided by the instructor.
- Discussion leadership (S) or pre-recorded presentation (AS) (5%):
 - (S) Your shared leadership of discussion (2 leaders per class) about the weekly readings over a 20-minute period at the beginning of class. Students are required to submit their questions via email two days before they lead discussion, so that the instructor can provide feedback. See the assignment rubric on Moodle for more details and tips.

- (AS) A pre-recorded 10-minute presentation with your thoughts and questions for discussion about the assigned readings to be shown during class. Recordings are due two days before class, so that the instructor can provide feedback. See the assignment rubric on Moodle for more details and tips.
- Class exercises (S & AS) (5%): Students are expected to participate in the weekly exercises during the workshop portion of each class. Instructions for each exercise will be provided in class for synchronous participants and after class for asynchronous participants (see Moodle).

Participation marks in the Winter term (7.5%) will be based on:

- A logbook: Each student will keep a detailed record of the time they spend working toward their final project, both independently and at their placement sites. A logbook template will be provided. Keep it up to date and you will find that it keeps you organized and focused on your project, and will help you to reflect on the overall experience when you write your final paper. Students will submit an up-to-date digital copy of their logbooks twice over the duration of their placements (due Feb. 1 & Mar. 8). The logbooks will be used to assess your progress and to identify and address any challenges you are experiencing.
- Placement supervisor evaluation: Your placement supervisor will provide the course instructor with an evaluation of your work at the end of your placement. The supervisors will not assign a specific grade, but will inform the course instructor about the student's diligence, contribution to the project, skills developed, and whether the student fulfilled the terms of his/her contract by showing up on time and working the required number of hours. The supervisor's evaluation of the performance of the student will be factored in the Winter term's participation marks.

Letter of introduction

Due date: October 5 | Percentage of final grade: 5%

The purpose of this assignment is to help students develop their professional communication skills. In September, students will be assigned to their placement hosts and learn about the public history projects that they will be working on. This letter of introduction will be your first contact with your placement supervisor and will provide an opportunity for you to communicate your particular skills and training, as well as your interest in the proposed project. Further instructions will be provided in class. Once you have submitted your letter of introduction, you should plan to meet virtually with your supervisor at least once in October or November to discuss your placement and begin developing your project proposal and workplan.

Podcast project

Percentage of final grade: 20%

Project proposal due October 19 (5%),

Oral history questions and consent forms due 7-10 days before your interview is schedule

Podcast outline due November 9

Final podcast due December 7 (15%)

This assignment will see students work in pairs or groups to research and produce a brief (10-12 minute) podcast on the interpretation, uses, and (re)presentation of the past in a heritage or memorial site, museum or other public history organization, digital humanities project, video game or film. The project involves

three elements: primary and secondary source research; one oral history interview; and the production of an audio podcast. This is a scaffolded assignment with four deadlines:

- Podcast proposal (5%): the proposal should outline the chosen topic, identify the interviewee and confirm their consent to be interviewed, and provide relevant reference materials

The remaining components will be assessed cumulatively, for a total of 15%:

- a list of interview questions and letter of informed consent
- a written podcast outline describing the narrative elements and interview excerpts, with rough duration in minutes
- the final podcast. We will be learning the necessary skills in class (developing interview questions, conducting interviews, working with audio editing software, producing a podcast) in advance of each assignment component deadline.

Research project

Project proposal due date: January 25 | Percentage of final grade: 5%

Final paper due date: April 7 | Percentage of final grade: 15%

Project proposal: students will write a 2-page proposal after they have met with their placement supervisors in early January. This is designed to encourage you to communicate with your placement supervisor about your project and work out a way to turn it into both a public history product and an academic research essay. In this assignment you will outline your topic and your approach to the research component of the project (i.e. how you will engage with the primary source materials at your placement). This is also the place where you can express any questions or concerns that you anticipate arising over the course of your research so we can address them early on.

Final paper: this 10-12 paged (3,000-3,500 words, including footnotes) essay will accompany the final public history project that students will complete at their placements. Depending on the nature of the project, students may choose to write a paper reflecting upon the practice of communicating history to the public and working with a public history institution, or a more traditional research paper that draws upon the historical subject matter encountered in their placements. In either case, the final paper should incorporate primary sources found during the students' placements and draw upon the scholarly literature on public history practice (and, if appropriate, scholarly work by historians on your historical topic). Essays must include a comprehensive bibliography divided into primary and secondary materials.

Placement project presentation

Student Public History Conference: April 5 | Percentage of final grade: 10%

At the end of the course, students will present a brief (8-10 minute) presentation about their placement projects at a student "public history conference" to be held either online via Zoom or in person at a location yet to be determined (depending on the circumstances surrounding the Covid-19 pandemic). This will be an opportunity to share what you learned, what you found interesting about your placement and research, and the challenges you may have encountered in completing your public history project. We will dedicate one session prior to the conference for practice presentations. Your presentation will be evaluated based on your ability to discuss your project – both process and product – in an engaging and thoughtful way to an

audience that will include your fellow students, history faculty members, and placement supervisors.

Placement project (final)

Due date: April 7 | Percentage of final grade: 20%

This is the placement project that is undertaken in the Winter term. The projects will take various forms, but each will involve academic research and public communication techniques. All project files, and/or images of exhibitions or final products, should be submitted both to your supervisor and the course instructor. Projects will be evaluated in consultation with your supervisor.

Rules and policies

Intellectual property notice

Unless otherwise stated, all materials prepared for HIST4840 at York University, including Zoom seminar recordings, are the intellectual property of the course instructor, Dr. Gilberto Fernandes; except for the pre-recorded presentations by asynchronous participants, and the podcasts, whose intellectual property belong to the students who created them.

Course materials should only be used by students enrolled in this course, including handouts, assignment rubrics, PowerPoint slides, recordings, among other pieces of intellectual property. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the Senate Policy on [Academic Honesty](#). In addition, you may face legal consequences for any violation of copyright law.

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: [Academic Accommodation for Students with Disabilities](#).

The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

Policies related to Zoom meetings

This course involves the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit [Zoom at YorkU](#).

Privacy

At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor know immediately.

You can rename yourself in 4 easy steps.

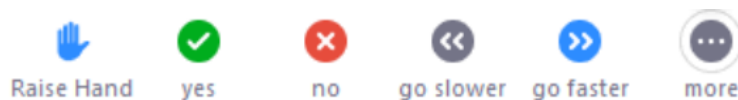
1. After entering the Zoom meeting, click on the Participants icon at the bottom of the window.
2. Find your name in the Participants list on the right side of the Zoom window
3. Hover over your name and click the Rename button.
4. Enter the name that you would like to use in the Zoom meeting, and click OK.

Please note that lectures will be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

Participation

During Zoom seminars, you may ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated.

You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the Participants icon at the bottom of the window. Once the Participants sidebar is opened, you will see the option to Raise Hand. By clicking on Raise Hand, a blue hand will be raised. Please click on the Raise Hand button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor will reserve the right to remove anyone who does not behave accordingly.



Student conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any [disruptive and/or harassing behaviour](#) will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the [student guide to e-learning](#). If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Academic integrity

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#).
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you earned the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defence against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

Academic Integrity Tutorial: http://www.yorku.ca/tutorial/academic_integrity/index.html

Deadlines and submissions

The deadline for submitting assignments via e-mail is at the beginning of class on the due date. Attach the assignment file(s) to the e-mail. Do not copy and paste it onto the body of the e-mail. Double-space all written assignments in standard 12-point font with "normal" margins. Include your name and the assignment's title at the top of the paper. All sources should be credible and scholarly and should be cited, using the Chicago Manual of Style (<http://www.library.yorku.ca/eresolver/?id=996235>), in footnotes (not endnotes). Hard copy of assignments will not be accepted. Please keep copies of all drafts and rough work.

Late submissions

Assignments received later than the due date will be penalized one letter grade per day (i.e., if one day late, an A paper becomes a B+) up to a maximum of five days. After five days, assignments will not be accepted. We will consider exceptions to the lateness penalty only when they are supported by authoritative written documentation (i.e., a doctor's note) or they can be legitimately substantiated. Students may not request deadline extensions within three days of a due date. All deadline extension requests must be made in writing via email to course instructor.

Grade reappraisal

If at the end of a course you believe that your grade was not justified, you may submit to the Department a formal written appeal for reappraisal. For the History department's policy on grade reappraisals, including link to the grade reappraisal form, see <http://history.laps.yorku.ca/students/grading-system/>

Important Add/Drop Deadlines

Last date to add a course without permission of instructor (also see Financial Deadlines): Sep. 22

Last date to add a course with permission of instructor (also see Financial Deadlines): Oct. 27

Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines): Feb. 5

Course Withdrawal Period (withdraw and receive a grade of "W" on transcript): Feb. 6 – Apr. 12

See the refund table at www.yorku.ca/sfs/refunds/tables/.

Moodle website and communication with course instructor

All course materials, including a copy of this syllabus and links to library e-resources, are available on the course Moodle website at: <https://moodle.yorku.ca/moodle/course/view.php?id=170724>

Please use your York email account when communicating with the instructor. E-mails sent to the instructor outside working hours (Monday to Friday, 8am-8pm) will not be read until the following workday. E-mails should be courteous and signed with the student's first and last name. The instructor will try to respond within 24 hours.

Students are also encouraged to make use of the instructor's office hours. If scheduling conflicts don't allow them to, students can make an appointment with the instructor for a more convenient time. Make sure you consult the course syllabus, other handouts, and course website BEFORE submitting inquiries by email.

Useful information

The **History Department** is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123.

The History Department website: Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>

Undergraduate Program in History: links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists:

<http://history.laps.yorku.ca/undergraduate-program/>

The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at dushist@yorku.ca. Please note that no grade information will be discussed via email or telephone.

The Writing Centre: One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some online drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

York University Libraries: Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>

Student Accessibility Services: <https://accessibility.students.yorku.ca/>

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).

Course schedule

September 14: Introduction to the course

Review of course syllabus and expectations.

Instruction to placement opportunities.

Selection of discussion leaders for each seminar in the Fall term.

- National Council on Public History (US), "What is Public History?", url: <https://ncph.org/what-is-public-history/about-the-field/>

September 21: History and Heritage

Please send an email to the instructor with your 1st, 2nd, and 3rd preferences for your public history placement no later than the evening before class.

Readings

- David Lowenthal, "Fabricating Heritage," *History & Memory* 10, 1 (Spring 1998): 5-24
- Keith Jenkins, "What History Is," In *Re-thinking History*. London: Routledge, 2003 (6-32)
- Rodney Harrison. "What is Heritage?" R. Harrison. *Understanding the Politics of Heritage*. Manchester University Press, 2009 (5-42)

Guest speaker

Chris Bateman, Acting Manager, Plaques and Public Education, Heritage Toronto

Workshop

Exercise: summarizing complex histories (Heritage Toronto plaques)

September 28: National Identities, Citizenship, and their Pasts

Readings

- Eric Hobsbawm, "Introduction: Inventing Tradition," in Eric Hobsbawm and Terence Ranger, eds., *The Invention of Tradition*. Cambridge: Cambridge University Press, 1983 (1-14)
- Matthew Hayday, "Fireworks, Folk-dancing, and Fostering a National Identity: The Politics of Canada Day," *Canadian Historical Review* 91: 2 (June 2010): 287-314

Workshop

Letter of introduction assignment guidelines

Introduction to podcast assignment

Exercise: Locating primary sources online I

October 5: Oral History and Shared Authority

Letters of introduction due

Readings

- Alessandro Portelli, "What Makes Oral History Different." *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*. Suny Press, 1991 (45-58)
- Stacey Zembrycki. "Sharing Authority with Baba." Kristina Llewellyn, Alexander Freund, Nolan Reilly eds. *The Canadian Oral History Reader*. Montreal-Kingston: McGill-Queen's University Press, 2015. Ch. 2 (53-72)
- Winona Wheeler. "Reflections on the Social Relations of Indigenous Oral Histories." David T. McNab and Ute Lischke eds. *Walking a Tightrope: Aboriginal People and Their Representations*. Waterloo: Wilfried Laurier University Press, 2005 (189-214)

Case studies

Emily Burton, Oral Historian, Canadian Museum of Immigrations at Pier 21, Oral History

Workshop

Oral history: Pre-interview preparation

FALL READING WEEK

October 19: Oral History Methodology

Podcast proposal due

Readings

- Douglas A. Boyd. "I Just Want to Click on it to Listen: Oral History Archives, Orality and Usability." In Douglas A. Boyd and Mary A. Larson eds. *Oral History and Digital Humanities: Voice, Access, and Engagement*. Palgrave MacMillan, 2014
- Valerie R. Yow. "Interviewing Techniques and Strategies." *Recording Oral History: A Guide for the Humanities and Social Sciences*. 3rd Edition. Lanham: Rowman & Littlefield, 2015 (92-116)

Guest speaker

Dr. Alexander Freund, University of Winnipeg, Chair in German-Canadian Studies, former Co-Director, Oral History Centre, University of Winnipeg

Workshop

Oral History: interview techniques
Exercise: interviewing

October 26: Sites of Memory

Readings

- Marc Askew. "The magic list of global status: UNESCO, World Heritage and the agendas of states." Sophia Labadi and C. Long eds. *Heritage and Globalisation*. London: Routledge, 2010 (19-44)
- Liz Sevckenko. "Sites of Conscience: Heritage of and for Human Rights." In H. Anheier and Y. Raj Isar. *Heritage, Memory & Identity*. Los Angeles: Sage, 2011 (114-23)
- David Charles Sloane, "Roadside Shrines and Granite Sketches: Diversifying the Vernacular Landscape of Memory." *Perspectives in Vernacular Architecture* 12 (January 2005): 64–81
- Reinhard Bernbeck and Susan Pollock. "Ayodhya, Archaeology, and Identity." *Current Anthropology* 37: S1: 138-42

Guest speaker

Alison Haugh, Executive Director, Pimachiowin Aki World Heritage Site, Manitoba

Workshop

Exercise: What is Canada's "world heritage"?

November 2: Legacies of Violence

Readings

- Trinidad Rico. "Negative Heritage: The place of conflict in world heritage." *Conservation and Management of Archaeological Sites* 10: 8 (2008): 344-52
- Dacia Viejo-Rose. "Destruction and Reconstruction of Heritage: Impacts on Memory and Identity." In Anheier and Isar. *Heritage, Memory & Identity*. Los Angeles: Sage, 2011 (53-69)
- Cathy Caruth. "Part II: Introduction." *Trauma: Explorations in Memory*. Baltimore: Johns Hopkins University Press, 1995 (151-7)
- Ian McKay and Jamie Swift, "Prologue: 'The Dead on the Field,'" and Chapter 1, "Myths, Memories, and a Creation Story." *The Vimy Trap, or, How we Learned to Stop Worrying and Love the Great War*. Toronto: Between the Lines, 2016 (1-3, 5-30)

Guest speaker

Jeremy Diamond, CEO, Myseum of Toronto; former Executive Director of the Vimy Foundation

Workshop

Sound editing and podcast production I

November 9: National Heritages and Diasporas

Podcast outlines due

Readings

- Stuart Hall. "Whose heritage? Unsettling 'The Heritage,' re-imagining the post-nation." *Third Text* 13:49 (1999): 3-13
- Ien Ang. "Unsettling The National: Heritage and Diaspora." In H. Anheier and Y. Raj Isar. *Heritage, Memory & Identity*. Los Angeles: Sage, 2011 (82-94)
- Gilberto Fernandes. "Oh Famous Race!" Imperial Heritage and Diasporic Memory in the Portuguese American Narrative of North America." *Public Historian* 38: 1 (February 2016): 18-48

Guest speaker

Dr. Christopher Grafos, Founder, Greek Canadian History Project

Workshop

Exercise: Finding copyright-free sounds and music

November 16: Museum Controversies

Readings

- Susan Crane, "Memory, Distortion, and History in the Museum." *History and Theory* 36, no.4 (1997): 44-63
- Richard H. Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's Enola Gay Exhibition." *The Journal of American History* 82, no. 3 (1995): 1036-63
- Shelley R. Butler. "Entering the Debates." *Contested Representations: Revisiting Into the Heart of Africa*. Toronto: University of Toronto Press, 2008 (1-19)

Workshop

Sound editing and podcast production II

Exercise: Using Audacity

November 23: Archives and Public History

Readings

- * Samantha Thompson. "What do Archivists Do All Day?" Archives @ PAMA (blog) 16 July 2015, url: <https://peelarchivesblog.com/2015/07/16/what-do-archivists-do-all-day/>
- * Ep 04: The Intersecting Worlds of Public History and Archives. Historical Reminiscent podcast, url: <https://historicalreminiscent.libsyn.com/ep-04-the-intersecting-worlds-of-public-history-and-archives>
- Michelle Caswell, "Seeing Yourself in History: Community Archives and the Fight Against Symbolic Annihilation," *The Public Historian*, Vol. 36 No. 4 (November 2014): 26-37

- M. Mark Stolarik. "Building Ethnic Archives in the United States and Canada since 1960s." *Identity Palimpsests*. Litwin Press, 2014 (57-68)
- Stacie M. Williams and Jarret M. Drake. "Power to the People: Documenting Police Violence in Cleveland." *Journal of Critical Library and Information Studies* 1: 2 (2017): 1-27

* Not to be included in the discussion leadership, pre-recorded presentation or reading notes assignment

Guest speaker

Katrina Cohen-Palacios, Archivist, Clara Thomas Archives and Special Collections,
York University Libraries

Workshop

Exercise: Metadata and spreadsheets

November 30: Digital History and the Internet

Readings

- Samantha Thompson. 'Why Don't Archivists Digitize Everything?' Archives @ PAMA (blog), 31 May 2017, url: <https://peelarchivesblog.com/2017/05/31/why-dont-archivists-digitize-everything/>
- Daniel J. 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*. University of Pennsylvania Press, 2006 (1-17)
- Stephen M. Sloan. "Swimming in the Exaflood: Oral History as Information in the Digital Age." In Douglas A. Boyd and Mary A. Larson eds. *Oral History and Digital Humanities: Voice, Access, and Engagement*. Palgrave MacMillan, 2014 (175-186)
- Mark Tebeau. "Listening to the City: Oral History and Place in the Digital Era." *The Oral History Review* 40: 1 (Winter/ Spring 2013): 25-35

Guest speaker

Anna St. Onge, Director, Digital Scholarship Infrastructure, York University Libraries

Workshop

Creating self-guided audio tours on izi.travel

December 7: Playing History: Films and Gaming

Final podcasts due

Readings

- Gerald Herman. "Creating the Twenty-first Century 'Historian for all Seasons'." *The Public Historian* 25: 3 (Summer 2003): 93-102
- Robert A. Rosenstone. "History on Film." *History on Film/ Film on History*. Abingdon: Routledge, 2018 (1-12)

- Tom Taylor. "Historical Simulations and the Future of the Historical Narrative." *Journal of the Association for History and Computing*. 6: 2 (September 2003)
- Timothy Compeau and Robert MacDougall. "Tecumseh Lies Here: Goals and Challenges for a Pervasive History Game in Progress." In *Pastplay: Teaching and Learning History with Technology*. University of Michigan Press, 2014 (87-108)

Guest speaker

Alexandre Amâncio, co-founder of Reflector Entertainment; former Creative Director of Assassin's Creed series at Ubisoft

Workshop

Exercise: Playing online history games

WINTER BREAK

January 11: Class meeting to discuss placements

January 18: No class

January 25: No class

Research project proposal due

February 1: One-on-one meeting with course instructor to discuss placements and research projects I

Logbook due I

Meetings will be held by appointment.

February 8: One-on-one meeting with course instructor to discuss placements and research projects II

Meetings will be held by appointment.

READING WEEK

February 22: No class

March 1: No class

March 8: No class

Logbook due II

March 15: No class

March 22: Practice Presentations

March 29: Practice Presentations

April 5: Student Public History Conference

Location TBD

Research papers and final project documents due April 7