



Department of History

HTST 493.10 (L03)
Public History in Practice
Winter 2022

Instructor: Christine Leppard, Ph.D (she/her)

Email: celeppar@ucalgary.ca

Office Hours and Location/Method: W 1500-1600 <https://ucalgary.zoom.us/j/6622787903>

Class Room Location, Days and Times: Taylor Institute 160 (formerly known as “the forum”)
OR <https://ucalgary.zoom.us/j/6622787903>. MTWRF 0900-1700

Course Delivery: In person OR Zoom. Please note that this class will be operating on a hybrid model, where students have the choice to attend in person or via zoom.

Description This BLOCK WEEK course provides an overview of the theory and practice of public history in such spaces as museums, historic sites, national parks, heritage events, and also digitally. In-depth examination will be paid to projects happening in the Calgary community, and students will hear from numerous practicing public historians about their mediums and methods. Topics will include participatory practices and audience engagement, curatorial authority & co-creation, decolonization, preservation and material culture, digital history, heritage events, and naming, re-naming, and commemoration. Students will also be acquainted with the professional opportunities for historians available outside of academia.

Learning Outcomes

- Understand what Public history is, its origins and growth
- Understand some of the avenues for practicing public history
- Critically assess public history practices and projects
- Think critically about the issues and challenges facing public historians
- Gain first-hand experience practicing public history methods
- Gain experience communicating ideas with and giving feedback to peers in small-group settings

Reading Material

Required Textbook

Cherstin, M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum, *Introduction to Public History:*

Interpreting the Past, Engaging Audiences (London: Rowman & Lifflefield, 2017).

Recommended Readings

Outlined below in the Schedules. Links and articles will be posted to D2L.

Assessment

| Method | Due Date | Weight |
|-------------------------|-----------------|---------------|
| Walking Tour Script | 7 Jan. | 15% |
| Reviews & Participation | 3-7 Jan. | 25% |
| Interpretive Panel | 26 Feb. | 20% |
| Virtual Exhibit | 1 Apr. | 40% |

Grading Policies

All grades are awarded as letter grades. Students are expected to complete all assignments. Deadlines are firm. A half-letter will be deducted from your grade for every day your assignment is late. Requests for extensions should be submitted to the course instructor before the assignment due date. Grading grievances should be discussed directly with the instructor at least 24-hours **after** the grade has been received. Students may be asked for supporting documentation for an exemption/special request in alignment with academic regulation M.1. of the [university calendar](#).

Course Policies

- Students must complete all assignments in order to receive a passing grade in the course.
- Deadlines are firm. A half grade will be deducted for un-excused late submissions.
- Projects will be submitted electronically on D2L in Word document form.

Details on Methods of Assessment

On the first day of class, students will be given time to select a site on the University of Calgary Campus or in the surrounding Calgary community that they will subsequently interpret and re-interpret using public history methods over the duration of the course.

Walking Tour Script (Draft presented in class on 5 Jan; Final presented and submitted in class on 7 Jan.)

History 493 is creating a walking tour, and your job is to interpret and communicate the history of one stop on the tour. Your presentation should last no more than 6 minutes. To prepare an effective script, you must know who your core audience is, what their interests are, and what the overall theme of your tour is, in addition to knowing the history of your site including critical and controversial components of the story.

- You will present a **first draft** to a small group in class during the afternoon of January 5.

- You will present a **final draft** to a small group in class on the afternoon of January 7 and hand it in to the instructor.

This assignment will be assessed on your overall ability to communicate complex stories in an engaging manner, and the ability to incorporate peer feedback.

Reviews & Preparation (3-7 Jan.)

Being able to provide constructive feedback is essential to being a good public historian. On January 5 and 7 you will provide feedback to small group of your peers about their Walking Tour scripts (template will be provided). Grading will be assessed based on your overall preparation for and participation in class, including your engagement with guest speakers, and your peer-to-peer feedback.

Interpretive Panel (26 Feb.)

Write a 200-250 word interpretive panel about your selected historic site. This assignment will be assessed based on the clarity of your themes and analyses, and writing style.

Digital Exhibit (1 Apr.)

Curate a digital exhibit about your selected historic site utilizing Omeka (UCalgary library) and submit the link via D2L to your instructor. Your exhibit must include an exhibit landing page that communicates the theme and key messages of the exhibit, as well as a minimum of FIVE (5) items that can include but are not limited to historic photographs, newspaper articles, objects or artifacts. All items must be input utilizing DublinCore metadata, item specific metadata, with descriptions that can be understood by your key audience. The assignment will be graded on background research, framing and analysis, metadata input, and writing style. You will receive in-class training on utilizing Omeka.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. The final project will be conducted in Omeka, accessed through the UC Library. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. Office hours will be conducted online, and students will need a microphone (built into device or separate).

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a name other than that listed in registrar documents, please contact the instructor by email or during office hours as soon as possible. Chosen names and preferred pronouns will be respected at all times in the classroom.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

| Date | | Topics & Reading | Reading | Guest Lecturer |
|--------|------|---|---|---|
| 3 Jan. | a.m. | i. Course Introduction ii. What is public history and why should we care? iii. Audience Engagement & the Experience Economy – Walking Tours | Lyon et Al, <i>Introduction to Public History</i>, Ch.s 1 & 2 | N/A |
| | p.m. | i. National histories and Collective Memory ii. Parks Canada iii. Writing Interpretive Panels | Parks Canada, Framework for History and Commemoration: National Historic Sites System Plan 2019 | Will Pratt, PhD Historian, Parks Canada |
| 4 Jan. | a.m. | i. Decolonization & Shared Authority ii. Calgary Stampede Elbow River Camp | Amy Lonetree, “Missed Opportunities: Reflections on the NMAI,” <i>The American Indian Quarterly</i> (30:3&4): 2006, 632-645. Stephanie Joe, “The Story Behind Elbow River Camp,” <i>Avenue Magazine</i> (14 June 2019). Active History, “History Slam | Shannon Murray, PhD Manager, Indigenous Programming, Calgary Stampede |

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|--------|------|--|---|---|
| | | | Podcast Episode 70: First Nations, Calgary Stampede, and the 1923 Raid on City Hall. | |
| | p.m. | i. Collecting History: Artifacts & Archives ii. Calgary Queer History Projects | Lyon et al, <i>Public History</i>, Ch.4. Cailynn Klingbeil, "The Forgotten Calgary, Now Mapped," <i>The Sprawl</i> (Jan 11, 2020) | Kevin Allen, Research Lead, Calgary Queer History Project |
| 5 Jan. | a.m. | i. Naming, Renaming & Commemoration ii. Built Heritage & Heritage Calgary | Inventory of Evaluated Historic Resources | Josh Traptow, Executive Director, Heritage Calgary |
| | p.m. | i. History and Pop Culture ii. Redbarn Books & Writing Complex History for Public Audiences iii. Presentations & Feedback of Draft Walking Tours | Howdy, I'm John Ware Animated Storybook | Ayesha Clough, Publisher, Red Barn Books |
| 6 Jan. | a.m. | i. Controversies in Public History ii. Podcasts and Longform Public History Narratives | Podcast: The Secret Life of Canada, "S3: The Mounties Always Get their Land (Parts 1 & 2)," CBC Podcasts. | TBD |
| | p.m. | iii. Digital History iv. Introduction to Omeka | Shaun Hunter, "A Literary Map of Calgary" | TBD |
| 7 Jan. | a.m. | i. Museums in Service of Society ii. Exhibit Development & Community Co-Creation | Lyon et al, <i>Public History</i>, Ch.s 5 & 6. Erin B. Cole, "I have to Write the Labels." | TBD |
| | p.m. | iii. Presentations & Feedback of Final Walking Tours | N/A | N/A |

University Closed April 15-18. **There is no registrar-scheduled final exam.**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|--|
| 90-100 | A+ | 4.00 | Outstanding performance |
| 85-89 | A | 4.00 | Excellent performance |
| 80-84 | A- | 3.70 | Approaching excellent performance |
| 77-79 | B+ | 3.30 | Exceeding good performance |
| 73-76 | B | 3.00 | Good performance |
| 70-72 | B- | 2.70 | Approaching good performance |
| 67-69 | C+ | 2.30 | Exceeding satisfactory performance |
| 63-66 | C | 2.00 | Satisfactory performance |
| 60-62 | C- | 1.70 | Approaching satisfactory performance. |
| 56-59 | D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| 50-55 | D | 1.00 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| 0-49 | F | 0 | Failure. Did not meet course requirements. |

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a

student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other

students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and

addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)