

4810G: Engaging with the Past: Practicing Active History

Meetings: V207 - Fridays: 9:30-12:30

Dr. Thomas Peace

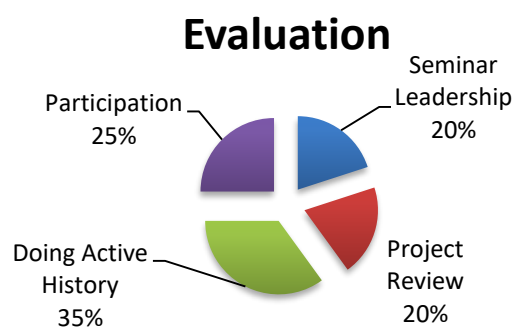
Email: tpeace@uwo.ca

Office Hours: Tuesdays 2:30 to 4:30
Thursdays 10:30 to 11:30

Office: V127

Telephone: 519-438-7224 ext. 227

Course Description: This course explores the ideas, historiography and practice of active history. Active history has been defined variously as a type of historiographical practice that listens and is responsive to communities of study, the intentional promotion and discussion of the work of historians among public audiences, or - more narrowly - the work of the website ActiveHistory.ca. Over the duration of this course students will study both the key themes that have driven Active History as well as a handful of prominent historians who have modeled a practice of Active History.



Learning Objectives: Students will leave this class with...

- A clear sense of the meaning of Active History and its intellectual roots
- The skills necessary to connect their skills as a historian with broader issues of public policy
- A clearer sense of the ethical responsibilities of the historian and the power dynamics that underpin our work
- critical engagement with the diverse mediums in which the past is conveyed

Course Schedule:

January 12 Introduction	January 19 What is Active History? ❖ Find an Active History Project	January 26 How do people engage the past?	February 2 Peoples' Histories	February 9 Indigenous Histories and Research Ethics ❖ Doing History Proposal Due
February 16 History and Power in Haiti	February 23 READING WEEK	March 2 Recovering Histories from Institutions ❖ Project Review Due	March 9 Recovering Histories from the Law	March 16 Recovering Histories from the Land
March 23 N. Zemon Davis ❖ Doing Active History Due	March 30 Holiday	April 6 E.P. Thompson ❖ Posters Due		

Assignments

- **Seminar Leadership:** Once during our course, you will lead a 45-minute seminar on the monograph labeled in bold print for that week. Good presentations will lay out the book's main arguments, connect them to the week's readings, and be designed in such a way as to facilitate student engagement. Essentially, your goal should be to teach the rest of us about the book.

- **Project Review (Due Mar 2 – 20%):** In an essay of 1,000 words, evaluate and critique one of the following academic and digital projects. Each of these projects have both a textual and digital component. You should consider this project like a book review:
 - Joy Parr, *Sensing Changes: Technologies, Environments and the Everyday*
 - <http://megaprojects.uwo.ca>
 - Ronald Rudin, *Remembering and Forgetting in Acadie: A Historian's Journey Through Public Memory*
 - <http://rememberingacadie.concordia.ca>
 - Ronald Rudin, *Kouchibouguac: Removal, Resistance and Remembrance*
 - <http://returningthevoices.ca>
 - Graphic Arts Collective, *Drawn to Change*
 - Remember, Resist, Redraw:
<http://graphichistorycollective.com/projects/remember-resist-redraw>

- **Doing Active History (35%):** This assignment has three parts:
 1. **Proposal and annotated bibliography (Due Feb 9 – 5%):** You will submit a two-page proposal with the following components:
 - A research question developing from one of the three choices listed below.
 - A 250-word description of how you plan to answer your research question.
 - A schedule that you will follow in order to ensure that your work is completed on time and adequate research has been conducted.
 - A bibliography of sources you plan to consult as part of this project. Each entry on your bibliography should be accompanied with a short paragraph explaining why you think the source is relevant to your research question.

 2. **Research Essay (Due Mar 23 – 20%):** In an essay of 3,500 words do one of the following:
 - a. Write a report on how *historical thinking* and understanding effects and shapes a specific area of public policy. For this activity you will need to draw on the material developed by the Historical Thinking Project. To do this well, begin by consulting the project's website (<http://historicalthinkingproject.ca>) as well as Stéphane Lévesque's *Thinking Historically: Educating Students in the Twenty-First Century*. As you are reading this material, consider a pressing public policy issue. In what ways might historical thinking be used to inform debate on this subject? What are the important historical contexts that policy makers need to understand in order to make effective policy decisions? You should draw

on at least two books and three academic articles that relate specifically to your subject.

OR

- b. Propose a public history project that brings to light a little known aspect of the past that changes popular conceptions and understandings of a community's history. Is there a subject that you think is poorly understood or under-recognized? If so, this assignment provides you with an opportunity to draw our class's attention to it and propose a strategy to shape the public's historical consciousness. To do this well, you must demonstrate that these popular conceptions exist, the audience for your proposed project, and how you will implement it. Much like the earlier project, begin by consulting the Historical Thinking Project's website (<http://historicalthinkingproject.ca>) as well as Stéphane Lévesque's *Thinking Historically: Educating Students in the Twenty-First Century*. You should draw on at least two book and three academic articles that relate specifically to your subject.

OR

- c. Critically analyze how the past is deployed in the media to bolster social, economic, political or cultural agendas. Choose a topic that has garnered significant focus in the media and examine the way that history and the work of historians is used, or is not used, to shape public discourse. To what purposes is the past put? To do this assignment well, you need to draw on at least three written media sources (transcripts of radio and television will be accepted), consult the Historical Thinking Project's website (<http://historicalthinkingproject.ca>) as well as Stéphane Lévesque's *Thinking Historically: Educating Students in the Twenty-First Century*, and draw on at least two books and two academic articles on your specific subject.
3. **Research Poster (Due Apr 6 – 10%):** You will design a 2 x 3 foot poster that clearly communicates the core pieces of information from your research assignment. In March, Ryan Rabie will visit our class and provide you with more detailed instructions on how to make an academic poster and how to use our media pod. Though you are not required to use the media pod, it is expected that your poster will be created on a computer.
- **Participation (25%):** Each week, participation will be graded out of 10. At the fourth year level, attendance is assumed and will not be marked very highly. You will receive a grade between 4 and 7 depending on participation. Grades of seven and above will be given when you demonstrate that you have come to class prepared for our discussion of the day by making specific references to the assigned readings and their relationship to other classes and our assignments.

Department of History Appendix

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. 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 weekends.
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.

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
 - o The title of a book is underlined or written in *italics*.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - o Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.

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

3. Page number (including volume number if necessary)

For example:

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

² 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:

³ 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.

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 (hurousss@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>

Course Schedule:

January 12: Towards an Active History (Introduction)

January 19: What is Active History?

- Jim Clifford, "What is Active History?" *Left History*
- Thomas Peace, "The Call of Passive History" *Left History*
- Vijay Prashad, "Active History," *Historical Reflections/Réflexions Historiques* vol. 38, no. 2 (summer 2012), 46-54.
- **John Tosh, *Why History Matters***, introduction and conclusion
- Find and present a digital project that embodies the spirit of Active History

January 26: The Presence of the Past: How and why we engage with the past

- Rosenzweig and Thelan, *The Presence of the Past*, introduction and conclusion
- Paula Hamilton and Paul Ashton, "Australians and the Past," *Australian Cultural History*
- Paula Hamilton and Paul Ashton, "At Home with the Past: Initial Findings from the Survey," *Australian Cultural History*
- **Conrad et al. *Canadians and their Pasts***, introduction and conclusion

February 2: Evaluating the "Peoples' History"

- **Howard Zinn, *A People's History of the United States*, chap. 14: War is the Health of the State**
- Robert Cohen, "The Second Worst History Book in Print? Rethinking A People's History of the United States," *Reviews in American History*, 42, 2 (June 2014)
- Gene Allen, "The Professionals and the Public: Responses to Canada: A People's History," *Social History/Histoire Sociale*, 34, 68 (Nov 2001): 382-391.
- *The Story of Us* (selected episodes): <http://www.cbc.ca/2017/canadathehistoryofus/csou-episodes>

February 9: Indigenous Histories and Research Ethics

- **Georges Sioui, *For an Amerindian Autohistory***, introduction & conclusion
- Daniel Paul, *We Were Not the Savages*, introduction & conclusion
- Linda Smith, *Decolonizing Methodologies*, chap. 1
- Frederick Wiseman, *The Voice of the Dawn*, introduction & conclusion

February 16: History and Power: Changes and Continuities in the historiography of Haiti

- **C.L.R. James, *Black Jacobins*, prologue & appendix**
- Michel-Rolph Trouillot, "An Unthinkable History: The Haitian Revolution as a Non-event," in *Silencing the Past*, chap. 3.

February 23: Reading Week

March 2: Recovering Histories from Institutions

- **Geoffrey Raume, *Remembrance of Patients Pasts***, introduction and conclusion
- Website: Mad People's History in Canada
- Life Stories: History and L'Arche (visit from members of L'Arche London)

March 9: Recovering Histories from the Law

- William C. Wicken, *Mi'kmaq Treaties on Trial* and *The Colonization of Mi'kmaq Memory and History*, introductions
- **Arthur Ray**, *Telling it to the Judge: Taking Native History to Court*

March 16: Recovering Histories from the Land

- Brian Donahue, *The Great Meadow*, introduction & epilogue
- **Julie Cruishank**, *Do Glaciers Listen?*, introduction and chap. 2
- William Cronon, "The Uses of Environmental History," *Environmental History Review*
- Debate: Is active history activist history?

March 23: Active Historians: Natalie Zemon Davis

- **Natalie Zemon Davis**, *The Return of Martin Guerre*, selection
- "Natalie Zemon Davis," *The Historian* vol. 53, no. 3 (Spring 1991): 405-424.
- *The Return of Martin Guerre* (film)

March 30: *Holiday*

April 6: Active Historians: E.P. Thompson

- **E.P. Thompson**, *The Making of the English Working Class*, introduction & conclusion
- Alexandra Walsham, "Rough Music and Charivari: Letters between Natalie Zemon Davis and Edward Thompson," *Past and Present* vol. 235 no. 1 (May 2017): 243-262
- Poster Presentations