

PROPOSAL FOR A CERTIFICATE IN PUBLIC HISTORY

1. Introduction

1.1 The Department of History in the Faculty of Liberal Arts and Professional Studies proposes to launch a concurrent Certificate in Public History (Category 1: Cross-Disciplinary Certificate) for undergraduate students in collaboration with Glendon College and the Department of Visual Art and Art History in the School of the Arts, Media, Performance, and Design.

1.2 Public (or “Applied”) History is a well-established branch of the discipline of History, which has found institutional expression in countless academic programs in the United States and in at least five Canadian universities. It is a term used to describe the theory, methodologies, and practices of professional historians who work outside academic institutions in various agencies and organizations devoted to historical research, preservation, and educational programming, including museums, historic sites, archives, galleries, government and non-government organizations, and online venues. Public History also encompasses the ways in which history is produced for and understood by public audiences in a wide range of venues including public school classrooms, television documentaries, popular history writing and family history albums. It is sustained by a large North American organization known as the National Council on Public History.

2. General Objectives

2.1 The undergraduate Certificate in Public History is intended to give students a structured introduction to the theory, methods, and practice of work in historical, heritage, and cultural institutions outside universities. It is intended to give them a critical understanding of the production and presentation of historical knowledge for larger, non-academic audiences, and the skills suitable for employment in public-history and related settings.

2.2 The proposed certificate builds on the historic breadth and depth of expertise in the LA&PS and Glendon Departments of History and in the Department of Visual Art and Art History, as well as the outreach work to public-history organizations and institutions that members of the LA&PS and Glendon History Departments have pursued in recent years. It also draws strength from the number of active existing public history initiatives being pursued by York faculty and graduate students, including:

- ActiveHistory.ca, a widely-read online venue that connects the work of historians with the wider public and the importance of the past to current events;
- After the Asylum, a national public history project that explores through a series of community-engaged virtual exhibitions the history of de-institutionalization of mental health services in Canada, and the emergence of new consumer/user networks and cultures;

- The Confederation Debates Project, which draws upon volunteers to transcribe and present previously inaccessible colonial, federal, and Indigenous texts to produce a searchable database of the ideas and concerns that shaped the founding of Canada, and companion school curriculum materials;
- The Greek Canadian History Project, which aims to preserve and facilitate access to historical materials on Greek immigrant individuals and communities, in partnership with York's Clara Thomas Archives and Special Collections;
- The Harriet Tubman Institute for Research on Africa and its Diasporas, which coordinates, among other initiatives:
 - an annual *Performing Diaspora* celebration (a series of workshops, presentations, artist talks and community events that bring the university and the wider community together to celebrate and engage with African and African Diaspora arts and culture);
 - S.P.A.C.E. (Spotlighting and Promoting African Canadian Experiences), an academic-community partnership that aims to produce a repository of individual and collective memories of African Canadian experiences through textual, visual and oral sources as well as academic support for community-based research initiatives;
- Nature's Past: Canadian Environmental History Podcast, a quarterly audio podcast that brings Canadian environmental history research to a wider audience;
- The Portuguese Canadian History Project, a community outreach initiative founded in 2008 to locate and facilitate access to historical sources pertaining to Portuguese immigrant experiences, in partnership with York's Clara Thomas Archives and Special Collections;
- The Toronto Migration Memory Collective, which brings together scholars, archivists, activists and community members to produce and disseminate knowledge of Toronto's migrant communities and their pasts, and to facilitate the preservation of records and artifacts by public archives and museums;
- The Toronto Worker's History Project, which aims to develop awareness and pride among working people about their own history and their contributions to Canadian society; and
- The York Public History Symposium, an annual one-day event bringing together public history practitioners with York faculty and students to explore themes and challenges in public history practice, held with support from the Avie Bennett Historica Chair in Canadian History and the Archives of Ontario.

- Women Rise Up: Feminist Activism in Canada in the 1970s and 1980s. This is an online digital history project.

Several of these York University-based initiatives are currently providing placement opportunities for students in History 4840: Public History. The Certificate program will build upon these existing partnerships in securing enriching placement experiences for its students. The expansive view of public history demonstrated by these initiatives creates possibilities for future curriculum development drawing upon the expertise of the wider York community.

The Certificate in Public History connects directly with the objectives set down in the University Academic Plan and the Provostial White Paper for a more “engaged” university. It will significantly expand the range of experiential options for students studying History and Visual Art and Art History at York University.

3. Need and Demand

3.1 Like all certificates offered at York, the proposed Certificate in Public History offers a distilled, intensive engagement with the expertise available among faculty in relevant departments. Like some others (such as language programs), it focuses on building students’ skills in the practical application of knowledge. Unlike many certificates, it takes students into a creative relationship with organizations and institutions outside the university and exposes them to possible employment experiences after graduation.

3.2 Public (and Applied) History programs have proliferated across North America, including at Carleton, Concordia, Ryerson, Western universities, and most recently the University of Victoria, and have proved popular with students. At York the LA&PS and Glendon History departments have launched 4000-level Public History seminars, and the LA&PS public history course filled up quickly. The Glendon course, offered for the first time in 2015-16, is smaller, because it is offered in French, but, like the LA&PS course, it has received an enthusiastic response from the students who value the practical experiences offered. For the past five years, members of the LA&PS History Department have also devoted considerable energy to meeting with staff of museums, historical sites, archives, and other heritage organizations, and have learned that there is a great interest in involving our students in their programs. In LA&PS and at Glendon, students have had the opportunity to meet in class a range of experts from different historical and cultural institutions who have answered wholeheartedly to the opportunity to connect and network with students.

The placement component of the LA&PS Public History seminar (a twelve-week, 120-hour placement in the second term) has been highly successful and rewarding for both history students and the organizations who welcomed them. The knowledge of public history gained in various department courses gives History students an extra advantage in the job market after graduation. The AMPD courses with placement components have had a similar experience. Glendon offers courses in French. This provides an added bonus to students in

this field in which some of the larger hiring institutions regularly require bilingual French-English content.

3.3 We propose to initiate the program in the 2018-19 academic year. Our projected intake is 18 students, reflecting the maximum enrollment for the capstone Public History seminar (for which certificate students will receive priority enrollment). Glendon's capstone equivalent (GL/HIST 4310) will also accommodate certificate students, providing some flexibility for program enrollment; the instructor plans to offer the course in French and English in alternating years. The steady-state enrollment for the two-year certificate program will be 36 students. These enrollment figures reflect the existing faculty resources of participating programs in LA&PS, Glendon, and AMPD, and the additional resource requirements of recruiting and retaining student placement opportunities.

4. Curriculum, Structure and Learning Outcomes

4.1 To receive the Certificate in Public History, students will be required to complete at least 24 credits from the courses listed below. **Nine** of those credits will be required. **These required courses include the six-credit capstone course in Public History:**

AP/HIST 4840 6.0 Public History

OR

GL/HIST 4310 6.0 (FR/EN) Histoire vivante: créer l'histoire publique du grand Toronto/
Living History: Creating Public History for the Greater Toronto Area

As the capstone course for the certificate, these courses examine the forms, goals, and practices of making history in museums, archives, historic sites, and other institutions of public history. They combine analytical study with a 12-week placement at a public-history site in the second term.

An additional three units will be selected from one of the following two courses (or any equivalent courses* as approved by the certificate committee and through the curriculum approval process, as defined by the collegial governance bodies):

FA/ARTH 3610 3.0 Art Institutions/Art Networks: Introduction to Museums, Galleries and Visual Art Organizations

OR

FA/ARTH 3611 3.0 Curatorial Studies: Practices of Display

***The proponents are developing a directed reading course to accommodate those Glendon students who would have difficulty completing the required AMPD course in English.**

The remaining fifteen units will be chosen from a list of designated courses. Of these, students must take a minimum of three units in AMPD (FA/VISA or FA/ARTH) and a minimum of six units in LA&PS or Glendon History courses (in addition to the required AP/HIST 4840 6.0 or GL/HIST 4310 6.0).

Learning outcomes of the certificate program are:

- an appreciation of the process of constructing memory and commemorating the past;
- an understanding of the theories, methods, and practices in the production and presentation of history and art in non-academic settings; and
- the development of skills in working with textual, visual, oral, and other sensory modes of communication and education in historical knowledge (including exhibitions, oral history, film, performances, websites, plaques, walking tours, archaeology).

The optional courses give students the opportunity to grasp the use of particular applications of public-history practices in local and international contexts, to explore the process of constructing memory and commemorating the past, and to develop skills in communicating historical knowledge.

The compulsory 3000-level Art History course options introduce students to the role of museums, galleries, and visual art organizations in contemporary society, and to a range of methodologies used in developing exhibitions.

The compulsory 4000-level Public History seminar presents both in-depth study of public-history theory and methodology and a placement in a public-history site where a student engages in a project with staff in an organization, institution, or university-based research project with public history outcomes. In some circumstances, students will be invited to participate in community-based research projects coordinated by the course instructor, in lieu of institutional placements. This is especially true for French-language students based at Glendon, as French-language placements are more difficult to arrange in the Greater Toronto Area.

4.2 Assignments in the certificate courses direct students to the understanding and skill development envisioned as the learning outcomes: examining artefacts, conducting interviews, creating websites, curating exhibitions, researching walking tours, organizing archival materials, critiquing films, and more.

4.3 Courses:

Criteria for inclusion for certificate credit of the following courses is based on their correspondence with the learning outcomes outlined in 4.1 above. Courses must

demonstrate adherence to at least one of the three stated learning outcomes, and incorporate public history elements into course content and assignments.

Required courses for all certificate students (description is for the public history mini-calendar):

One of the following two courses:

AP/HIST 4840 6.0 Public History

This course examines the forms, goals, and practices of making history in museums, archives, historic sites, and other institutions of public history. It enables students to learn the meaning and methods in the production of memory and introduces them to the practical skills for the public presentation of historical knowledge. The course combines analytical study with a part-time placement in a public-history site.

OR

GL/HIST 4310 6.0 (FR/EN) Histoire vivante: créer l'histoire publique du grand Toronto/Living History: Creating Public History for the Greater Toronto Area

This experiential course explores the approaches, methods, and practices of public history within the framework of Canadian memory. The class visits places of public history, receives experts and students construct a commemoration of the past of Greater Toronto. This course is taught in French and English in alternating years.

And one of the following two courses (or any equivalent courses as approved by the certificate committee and through the curriculum approval process, as defined by the collegial governance bodies):

FA/ARTH 3610 3.0 Art Institutions/Art Networks: Introduction to Museums, Galleries and Visual Art Organizations

The primary objective of this course is to establish critical awareness of the role art institutions (fine art museums / art galleries / artist-run centres) and art networks (associations / collectives) play in society, including widespread efforts today to embrace multiple identities and art practices.

OR

FA/ARTH 3611 3.0 Curatorial Studies: Practices of Display

This course examines the medium of exhibition, particularly how the placement of artifacts creates specific aesthetic, semiotic and ideological contexts. It provides participants with a comprehensive overview of how exhibitions are formulated and presented, to develop a critical understanding of the specificities of exhibition discourse, and to introduce a range of methodologies used in developing exhibitions.

Designated courses for certificate completion:

AP/HIST 1040 6.0 The Presence of the Past: Commemoration, Memorials, and Popular Uses of History

This course focuses on the problem of memory and history, and especially on the ways historical interpretations are negotiated through commemorations, monuments, museums, historical reenactment, living history sites, film, and other locations constituting access points to history for the general public.

AP/HIST 2150 6.0 Classical Greek and Roman Archaeology: An Introduction

This course examines both the historical development and current practice of the archaeology of the ancient Greek and Roman worlds, and specifically the ways in which contemporary concerns, political and academic, have shaped the discovery, treatment and presentation of the ancient remains since the Renaissance. Students receive an introduction to different types of ancient artefacts and methods of archaeological practice, and participate in a study session in artifact analysis at the Royal Ontario Museum.

AP/HIST 3356 3.0 Greeks in the World. Greek Migration and Diaspora in the 20th century

This online course examines the history of migration from Greece to North and South America, Australia, Africa and Europe from the late 19th century to the present, drawing comparisons with other diaspora immigrant groups in North America and Toronto. Students will complete a digital history project with archival sources for the study of Greek immigration to Toronto or the history of other immigrant communities.

AP/HIST 3392 3.0 The Spanish Civil War

This course allows us to explore a number of issues that remain relevant in our own times: changing gender roles, the role of religion in society, the use of propaganda, political violence, the legitimacy of intervening in the affairs of another country, and the importance of historical memory. How to remember the Spanish Civil War has been a major topic of public debate in Spain for the last fifteen years and there are two weeks in which these questions are discussed.

AP/HIST 3535 6.0 African Canadian History

This course examines the history of African-Canadians from colonial contact in the 17th century through to the post-Second World War migrations from Africa and the Caribbean. The course adds to the historical and historiographical development of African Canadian History by engaging members of the community through a variety of means, including the production of oral histories.

AP/HIST 3546 6.0 History of Aboriginal Peoples in Canada

This course examines the history of Aboriginal peoples within the area known today as Canada, from "time immemorial" to the postwar period. Students gain an appreciation for the process of constructing memory in indigenous oral tradition and settler historical

memory; they have the option to incorporate public history components into their final projects or essays.

AP/HIST 3622 3.0 The US Civil War in American History and Public Memory

In exploring the history and memory of the U.S. Civil War, this single term course will use the conflict as a lens through which to view the evolving American zeitgeist. We will investigate how historians have debated the causes of the Civil War and why, at various times, they have emphasized political, economic, social or cultural motivations. And we will investigate history of Reconstruction, its aftermath, and the enduring memory of the Civil War in American culture.

AP/HIST 3840 6.0 The History of Global Cities in the Nineteenth and Twentieth Centuries

Cities are the social, political and economic engines of their countries. In this course we will compare Toronto with other cities across the world to explore how urban centers developed and changed over the nineteenth and twentieth centuries, with a special focus on lived experiences and the built environment, including sanitation systems, architecture, cultural institutions, housing and industrial development. As part of this course, students will work in the Toronto and Ontario archives, as well as conduct oral interviews, to complete an assignment that will introduce the public, via the creation of a class website, to the history of a major institution or monument in the city.

AP/HIST 3874 3.0 Food in the Americas

This course examines the history of the production, distribution, preparation and consumption of foods such as pizza, donuts, pineapples, tacos, coffee and graham crackers as a way to understand historical patterns such as the European conquest of the Americas, African slavery, nineteenth- and twentieth-century Asian and European migrations, the growth of cities, the development of nation-states, and shifting gender roles. Public history elements include walking tours and other forms of community engagement; students have the option to incorporate public history components into course assignments.

AP/HIST 4xxx 6.0 History of Me: The Genealogy Workshop (pending approval)

This hands-on workshop offers the opportunity to explore and learn the facts, choices, limitations and opportunities of one or more of each student's parent, grandparent or great grandparent through oral history, examination of the "basement archive," and through electronic genealogical research. Students' final deliverable for the course will include a public (or familial) presentation of findings.

AP/HIST 4xxx 6.0 War, Sex and Drink: Modern Britain in the Archives (pending approval)

This course uses digital archives to analyze the historical experience of Britain from the 1880s to the 1980s. Topics covered include popular culture in late Victorian London, urban poverty, the First World War, working-class culture between the wars, sexual attitudes in the 1940s, the Second World War, the British empire, youth and popular culture in the 1960s, women's liberation and the Thatcher years. Students will contribute their

collaborative and individual research to a publicly-accessible course website featuring blog-posts, short examinations of particular images or documents or in some cases digital audio and video recordings or audio podcasts.

AP/HIST 4054: 6.0 Slavery, the Underground Railroad and Resistance: Ontario's African Canadian Past before 1918

This course explores the many ways people of African descent contributed to building the Province of Ontario. By piecing together clues from such sources as archival documents, archaeological site reports and material culture, coupled with critical analysis of secondary sources, students learn to identify, analyze, interpret and share through on-line publication previously undiscovered evidence for Ontario's rich African-Canadian heritage.

AP/HIST 4065 6.0 Indigenous Histories

This course explores recent historiographical debates in the field of U.S. Indigenous history with special focus on the American West. It introduces students to various historical methodologies for working with Indigenous peoples, including the use of ethnohistorical methodologies, Indigenous literatures, oral histories, and individual biographies, and the ethics of conducting research with Indigenous peoples.

AP/HIST 4082 6.0 Re-framing the Past: Films as History

How do film-makers handle the past? How does their treatment differ from that of the historian, whether by presentation, inspiration or interpretation? This course explores these issues within the time-frame of the democratic revolutions of the 18th century.

AP/HIST 4085 6.0 Digital History

This course introduces students to both the theoretical and practical effects of digital technologies on historical scholarship and public history. Digital technologies have transformed the ways that historians conduct their research, access sources, analyze documents, and communicate research findings. Students gain practical knowledge of how to take advantage of such digital tools for historical scholarship and public history.

AP/HIST 4530 6.0 Development of Toronto

Students in this course will explore the history of Toronto from its Aboriginal origins to its resettlement by European peoples to its subsequent industrial development. This research seminar will offer students the opportunity to conduct original primary source research on the history of Toronto and engage in the development of public history projects, making use of local archives and museums.

AP/HIST 4581 6.0 Worry and Wonder: Jewish Politics, Society and Religion in Canada.

This public history seminar explores the origins, development and paradoxes of the Canadian Jewish community from its inception in the 18th century to the present. Students will learn to conduct original archival research on topics of their own choosing, and their

final papers, podcasts, videos or exhibitions will be published on the Ontario Jewish Archives website.

AP/HIST 4800 6.0 The Science of Society: Social Thought in North America, 1890-1940

This course deals with the wide array of individuals and institutions who wrestled with the impact of social, economic, and political change in the years between 1890 and 1940 and tried to devise new ideas about society and human motivation. The public history dimension of the course lies in its treatment of the ways in which these individuals and institutions analyzed and theorized social change and attempted to popularize their assessments and remedies to the public; considerable attention is given to memory and commemoration, representations of difference, and the marketing of knowledge.

FA/ARTH 2800B/3800B (6.0) Rome: Open City / Roma: città aperta

This summer studies abroad course unpacks the city of Rome—its urban history, structure, and multi-faceted culture—through the arts, architecture, and design. To understand how these forms of expression have both shaped and reflected the city’s public profile, we initially approach it through its *rioni* (neighbourhoods) and *quartieri* (quarters) and then consider it in relation to what is known as the three Romes: Pagan, Christian, and Modern/Fascist. We also track the ways in which Rome has staged itself for public consumption in the past and consider how the city today responds to its history through contemporary arts projects, often in the context of municipal cultural initiatives.

FA/ARTH 3400 3.0 Cabinets of Curiosities: Collecting, Display, Systems of Knowledge

This course begins with the concept and construction of the encyclopaedic cabinet of curiosities, a later Renaissance invention in which “precious” objects from the natural and artificial worlds are classified, preserved, and displayed to present private and public “histories” of the world. A forerunner of the modern museum, the cabinet of curiosities offers an examination of a range of social-political-cultural issues associated these histories that are then revisited and/or critiqued in contemporary cabinets including artists’ installations and website constructions.

FA/ARTH 3680 3.0 Jewish Museums, Identity, and Public Memory

This course explores the theory and practice of the exhibition experience in contemporary Jewish museums. It examines how these cultural institutions shape public memory, social identity, and collective history.

FA/ARTH 3710 6.0 Memory and Place

How do places contribute to shaping memory? What is it about objects, art and architecture, for example, that seem to “capture” memory? Why are certain places meaningful and others less so? This course explores objects and ideas all the while embedded in history to better formulate a notion of the power of place and its relationship to memory.

FA/ARTH 4310 3.0 Art Criticism: Principles and Practice

This course examines the principles of art criticism through exploration of questions asked and answered by critics, and assumptions they make, whether implicit or explicit. By the end of the course, students will have developed an understanding of the history, theory, and practice of art criticism.

FA/ARTH 4340 3.0 Monumentality and Community in Modern Asia

This course provides a critical understanding of concepts and practices of modern monumentality. It explores cases of monuments, memorials, exhibitions and masse gatherings and parades in modern Asia and beyond and discusses issues of the disciplinary state, the formation of community and memory politics.

FA/ARTH 4400 3.0 The Sensorium

This course considers the five “classical” senses (offering the potential to see, hear, smell, taste, and touch), our embodied and kinaesthetic experience of them, and their impact on the production and reception of the arts from among a range of historical, cultural, phenomenological, physiological, and psychological perspectives. It surveys various hierarchies of the senses (both expanded and reduced in number), considers sensory experience as a means to knowledge, attends to the “problem” of sight, historically privileged among the senses within the Western tradition, and explores current debates on the nature of sensory experience in the context of the virtual environment.

FA/ARTH 4610 3.0 Senses in Art

This course examines the senses in the experience and production of art, with an emphasis on the senses beyond vision -- taste, touch, smell, and hearing - in art and aesthetic experience. It considers the regime of visibility and the hierarchy of the senses, the allegorical representation of the senses in art history, and the emergent activation of the non-visual senses in contemporary art practice.

FA/ARTH 4640A 3.0 Art, History, and the Archive

This course explores theoretical and historical use of archives as containers of memory, authorized histories, and secret passions. Truth and lies, fact and fiction; the archive has served as a source of evidence and historical authority for art historians, artists and a variety of researchers in visual culture studies. It aims to examine “the archive” as a site of conflict that unsettles senses of self and history as continuous and already complete. Students examine conceptual, institutional, informal, and individual archives to develop questions about, strategies for, and an understanding of archives and “the archive” for a variety of purposes: research, methodological design, creative interaction, and theories of knowing and remembering.

FA/ARTH 4720 3.0 Canadian Architecture, 1800-1870

This course examines the theory, structure, form, function, iconography and development of architecture in Canada from 1800 to 1870. Emphasis is placed on architectural-historical

methodologies and on skills necessary for original research into specific buildings and/or architects. A walking tour of Toronto is an integral part of this course.

FA/ARTH 4720G 3.0 Canadian Architecture, 1870-1900

This course examines the theory, structure, form, function, iconography and development of architecture in Canada from 1870 to 1900. Chronological and thematic approaches are used. Emphasis is placed on architectural-historical methodologies and on skills necessary for original research into specific buildings and/or architects. Student projects are designed to hone these research skills. A walking tour of Toronto is an integral part of this course.

A/ARTH 4800 3.0 Art of the Arctic

This course examines various contemporary, modern and traditional Inuit and First Peoples' creative practices of the northern circumpolar region including video, new media and television, sculpture, printmaking, material culture and oral tradition.

GL/DRST 3210 3.0 (EN): Theatre Performance Outdoor

The course examines the theoretical and practical questions involved in the staging of outdoor performances. The course has two components: one practical, and one theoretical. The academic part of the course is dedicated to deepening and solidifying theatrical and historical knowledge about open air performance traditions through readings, discussions, and essay writing. The other component is an open air production on the Glendon campus.

GL/DRST 3632 3.0 (EN): Indigenous Drama and Theatre

A study of the development of indigenous drama and theatre in Canada from the 1980s to the present, this course combines textual analysis, critical theory, and theatre history while also paying attention to staging and performance practices. By blending experiential components with an ongoing critical discussion of dramatic texts in their cultural and theoretical contexts, this course provides students with a literary and theatrical understanding of various indigenous plays.

GL/HIST 3242 3.0 (FR/EN): Memory and public history/Mémoire et histoire publique

This course explores memory of the past and public history. It examines the construction of collective identities through historical events and processes and the conflicts that emerge with different interpretations of past. Students analyse the mechanisms of production and consumption of the past. This course is taught in English and French in alternating years.

GL/HIST 3425 6.0 (EN) Food: A Social and Cultural Journey

This course explores the cultural history of food. The scope is global, covering African, American, Asian and European civilizations and focussing on the relationship between foodstuffs, culture, and technology. Students will actively analyse their modern consumption habits via historical pathways.

GL/HIST/HUMA 3601 3.0 (FR) Cinéma et photographie en histoire du 20^e siècle

This course explores the contribution of cinematographic and photographic sources to 20th century history. It develops a critical methodology for the uses of this documentary and historical visual heritage which will be technologically, socially, politically and culturally contextualised. Analysis of visual sources as sources or representations of history will lead to panel discussions on the uses of these sources as cultural practices on a range of platforms. This course is taught in French.

GL/HIST 3700 3.0 (EN): World War I

This course examines the cataclysmic events of World War I, assessing the political, economic, social, and cultural responses to the fighting. Topics covered include: the theatres of war and home fronts, the global conflict, and the memory of the war. Students examine an aspect of memory and the war in their first assignment.

GL/SP 4701 3.0 (SP) Hispanic Cultural Heritage and its Interactions in the GTA

Through the writing of the life narrative of Hispanic informants living in the GTA, this course examines how individuals negotiate different cultural traditions at play in their lives. It combines an in-class component and a field (ethnographic) component. The students are first introduced to the concept of life narrative and its methodologies. Then, students conceive and carry on individual ethnographic projects in the GTA consisting of interviews and observation of a participant individually chosen. This course is taught mostly in Spanish, although the textbook is in English. Non-Hispanic-Studies students can do their work either in English or French.

HUMA 4156 6.0/3.0 Culture in Objects: The Humanities and Material Culture

How do three-dimensional objects or artefacts – that is, matter that has been crafted or worked on by humans - embody, transmit and transform intangible aspects of culture, such as values, knowledge, or history? Over the term, students will develop intensive case studies of an object of their choice, gaining experience with the theories and practices of material culture studies and placing their work within the context of changing ideas of the museum, the collection, the connoisseur and materiality itself.

SOSC 3115M 3.0 Special Topics in Health & Society: Mental Health Practice

This blended online/in-class course employs historical sources and contemporary commentary to teach Health & Society and History students about the paradigm shift of psychiatric deinstitutionalization in Canada and its legacies of policy, practice and collective memory. Using public history content from the *History in Practice: Community-Informed Mental Health Curriculum* website <http://historyinpractice.ca/en>, the course will engage students in an ongoing conversation regarding the merit and use of historical and contemporary sources created by 'health experts' versus those produced by 'community experts' - people who have received mental health services - teaching students how to work with the written, cinematographic, and artistic testimonies of people who live in a deinstitutionalized mental health system.

4.4 Modes of Delivery

The modes of delivery of these courses vary, but include some combination of classroom instruction (lecture/tutorial or seminar), digital skills development, and hands-on engagement with historical artifacts and materials in public-history sites (such as museums, archives, historical societies, galleries, archaeological sites) on and off campus.

5. Admission Requirements

5.1 The Certificate is open to all students who have been admitted to an undergraduate program at York University. The program is intended for senior undergraduates, and they will therefore apply for admission at the end of their second year or after completing 54 credits. Students may also apply for the certificate in their third or fourth years, incorporating completed credits in eligible courses.

The LA&PS History Public History committee, a standing committee that reports to the Department of History Council, will make decisions regarding admissions and course selection in collaboration with representatives from Glendon and AMPD. Applicants will be evaluated based upon GPA and a required letter of application.

6. Resources

6.1 Faculty Resources

The LA&PS Department of History has many faculty members who have undertaken public-history projects of various kinds. In 2014-15 the department also recruited a new colleague (Jennifer Bonnell) with specific expertise in this field and with responsibility to teach courses on Public History. The Glendon Department of History has also recently filled a new tenure-stream position with a faculty member (Audrey Pyée) who has expertise in public history. The certificate program will also draw upon the expertise of historians working in the LA&PS Departments of Humanities and Social Science.

Participating faculty members from AMPD's Visual Art and Art History (VAAH) will contribute interdisciplinary expertise in the areas of fine and popular arts, archives and collections, museological constructions of memory and identity, and arts writing, criticism and economies.

Those who will teach in the new certificate program include the following:

Dan Adler (AMPD Visual Art and Art History)
Katharine Anderson (LA&PS Humanities)
Jennifer Bonnell (LA&PS History)
Stephen Brooke (LA&PS History)
Boyd Cothran (LA&PS History)
Megan Davies (LA&PS Social Science)

Jennifer Fisher (AMPD Visual Art and Art History)
Sakis Gekas (LA&PS History)
Shelley Hornstein (AMPD Visual Art and Art History)
Anna Hudson (AMPD Visual Art and Art History)
Michele Johnson (LA&PS History)
Hong Kal (AMPD Visual Art and Art History)
Sean Kheraj (LA&PS History)
David Koffman (LA&PS History)
Leslie Korrick (AMPD Visual Art and Art History)
Suzanne Langlois (Glendon History)
Deborah Neill (LA&PS History)
Sarah Parsons (AMPD Visual Art and Art History)
Audrey Pyée (Glendon History)
Adrian Shubert (LA&PS History)
Marlene Shore (LA&PS History)
Malcolm Thurlby (AMPD Visual Art and Art History)
Alejandro Zamora (Glendon Hispanic Studies/Spanish)

Unit 2 instructors in LA&PS History, Glendon History, and VAAH will also teach in the program.

Special consideration for faculty resources must be made in the case of the fourth-year capstone course in Public History (History 4840) which will be offered annually. The Department's new public history hire, Jennifer Bonnell, is currently teaching the course. Sean Kheraj (LA&PS History) will act as an alternate for Bonnell, teaching the course in her absence. Audrey Pyée (Glendon History) can also accommodate LA&PS and AMPD students in the English-language version of GL/HIST 4310, which she will schedule for Bonnell's sabbatical years.

6.1.2. Administrative Resources

Administrative resources from LA&PS, Glendon, and AMPD will provide critical supports for the Certificate program. Experiential education coordinators at Glendon and AMPD will provide support in recruiting placement sites and managing placement administration. The LA&PS Experiential Education Program Coordinator (Office of the Dean, Teaching & Learning) will support placement administration and event coordination.

6.2 Laboratory facilities

Most courses within the certificate program will not require students to access any special equipment on the York campus beyond what is available in libraries, archives, and computer labs. Courses with a digital tools education component, such as AP/HIST 4085 Digital History, will make use of LA&PS computer labs in the Dahdaleh Building. Lab facilities in

AMPD, such as the Alice Lab for Computational Worldmaking and the Digital Dramaturgy Lab, may play a role in student projects as the program develops.

6.3 Space

Students in the certificate program will not require any additional space beyond normal York classrooms with internet connections, and for specialized courses, the computer-lab facilities described above.

7. Support Statements

- Dean
- Provost
- Librarian
- Registrar
- Other Faculties
- Professional associations, government agencies, or policy bodies on the need/demand for the proposed certificate

Appendix A: Calendar copy

Attachments: Letters of support

Appendix A: Calendar Copy

Cross-Disciplinary Certificate in Public History – Certificate Requirements

Department of History

York University students may earn a Cross-Disciplinary Certificate in Public History concurrent with fulfillment of the requirements for a bachelor's degree. The Cross-Disciplinary Certificate provides students with an introduction to the theory, methods, and practice of work in historical, heritage, and cultural institutions, and a critical understanding of the production and presentation of historical knowledge for public audiences.

The Certificate is open to students who have been admitted to an undergraduate program at York University. Students beginning this certificate must have completed 54 credits or the equivalent of university education. Students may apply for admission at the end of their second year (after completing 54 credits) or in their third or fourth years, incorporating completed credits in eligible courses.

To qualify for the Cross-Disciplinary Certificate in Public History, students must complete 24 credits from a list of approved courses.

Course requirements for the cross-disciplinary certificate are as follows:

- AP/HIST 4840 6.00 or GL/HIST 4310 6.0
- FA/ARTH 3610 3.0 or FA/ARTH 3611 3.0 (or any equivalent courses as approved by the certificate committee and through the curriculum approval process, as defined by the collegial governance bodies)
- 15 additional credits from a list of designated courses, including a minimum of 3 credits in AMPD (FA/VISA or FA/ARTH) and a minimum of 6 units in LA&PS or Glendon History (in addition to the required AP/HIST 4840 6.0 or GL/HIST 4310 6.0 and FA/ARTH 3610 3.0 or FA/ARTH 3611 3.0);

For a comprehensive list of all approved courses, please check the Department of History website.

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 5.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Additional information is available in the Department of History, 2140 Vari Hall, 416-736-5123.