

Welcome to Issues in Public History. Historians play a vital role in creating an engaged and informed citizenry. This seminar provides an in-depth examination of the opportunities, issues, and controversies that arise for historians and the public in settings such as historic sites, museums, and archives, and in the digital realm. The seminar also serves as an introduction to research in public history, a field of scholarship with local, national, and global dimensions.

Some initial questions and goals for the seminar (which we will continue to develop):

- ***What's happening in the field?*** Through case studies, we will gain an understanding of the opportunities, challenges, and controversies that arise for historians and the public in settings such as historic sites, museums, archives, and related digital history initiatives.
- ***How do public historians navigate the local, the national, the global, and the virtual?*** We will seek to understand the multiple dimensions of public history practice and scholarship.
- ***Where do you stand?*** We will identify and develop positions on issues and practices at the forefront of the field of public history, including the role of scholarship, approaches to civic engagement, and the impact of digital technologies.
- ***How can you build your professional network?*** We will interact with the community of dedicated public history professionals who create opportunities for a variety of audiences to gain a deeper, more engaged understanding of history.
- ***What are the research opportunities?*** We will become acquainted with the methods of public history research and interpretation, including digital tools.
- ***What is your path to the future?*** We will develop principles for future practice or engagement with the field.

Requirements (for instructions for writing assignments, see the end of the syllabus):

Attendance, thorough preparation, and active, substantive participation. These are essential for a successful seminar at the graduate level.

Public History Year in Review (paper due Oct. 2): Each seminar participant will write a newsletter-style article of approximately 1,000 words based on an interview and site visit with a public history professional in our area. Each will be posted online on the Public History Year in Review website (built in WordPress; individual training will be provided). <http://phyearbook.wordpress.com>

Public History Issue Paper (due Dec. 15): Based upon the Public History Year in Review assignment, each participant will identify an issue for further investigation and read deeply in the scholarship related to that issue. The products of this work will be a bibliography (created and shared through the online Zotero bibliography platform); oral presentation of the case at the end of the semester; and a 10-page paper communicating to public history colleagues the state of scholarship on the issue and examples of related public history practice.

Public History Opportunities Survey: Each participant will survey one online jobs-posting site in the field and enter data about current job postings into a collaborative Google-doc spreadsheet. From this, we will draw conclusions about career trends and opportunities. **Discussion of findings, Nov. 20.**

Books (in the order we will use them; all except Hurley, *Beyond Preservation*, have been ordered through the campus bookstore):

- Kean and Martin, *The Public History Reader* (Routledge)
- Horton, *Slavery and Public History* (University of North Carolina Press)
- Linenthal and Engelhardt, *History Wars* (Holt)
- McDonnell, *Remembering the Revolution* (University of Massachusetts Press)
- Dickey, *A Tough Little Patch of History: Gone with the Wind and the Politics of Memory* (University of Arkansas Press)
- Gobel and Daves, *Commemoration in America* (University of Virginia Press)
- Hurley, *Beyond Preservation: Using Public History to Revitalize Inner Cities* (Temple University Press, 2010)
- Tyson, *The Wages of History* (University of Massachusetts Press)

Policies & Procedures

Grades will be weighted as follows: 20% for Year in Review assignment; 50% for Issue Paper; 30% for participation (defined as thorough preparation, collegial teamwork, leadership, and any class-related activity other than the two written assignments). Regular attendance is assumed; absence from more than two classes will result in a reduction of participation grade to C or F, depending on the extent of additional absences.

Rutgers Graduate Grade Definitions:

A	Outstanding
B+	
B	Good
C+	
C	Satisfactory
F	Failing

Communication: E-mail is welcome; write to cmires@camden.rutgers.edu. Please check your Own Rutgers e-mail regularly. Please also check in advance before sending attachments of documents; printouts are preferred unless specified otherwise in assignment instructions.

Voice messages: call 856-225-6069.

Office hours: Regular office hours are held in 429 Cooper Street, Room 102, on Thursdays from 2 to 4 p.m.; other times as needed for projects; and by appointment.

Electronic devices: Bring them, use them, but please keep your attention and activity focused on what is happening in class.

Inclement weather: Rutgers rarely closes due to severe weather, but if this occurs an announcement will be posted on the campus website and will be available by calling the campus operator at (856) 225-1766. Closings also are announced on KYW Radio (1060 AM). The KYW closing numbers for Rutgers-Camden are 605 (day classes) and 2605 (evening classes). In the unlikely event that our class is canceled, please watch your email for adjustments to the reading schedule.

Schedule

Each week: Follow postings on Public History Commons <http://publichistorycommons.org/> and be alert for history-related issues in the news. We will begin each class meeting with discussion of these issues and any other encounters with public history (in person or online).

Date	Reading	Deadlines	Events of interest (optional/recommended)
9/4	Introduction	After class, connect with public history communities on Twitter, Facebook, and other social networks of your choice. (See p. 6)	
9/11	<p>Getting to know the field through print, places, material objects, and digital productions</p> <p>Kean and Martin, <i>The Public History Reader</i> (Routledge) – Intro; Part I introduction and Chapters 1-2; one other selected chapter.</p> <p>Toni Weller, “Introduction: History in the Digital Age,” from <i>History in the Digital Age</i> (Routledge, 2012). On Sakai.</p> <p>President’s House site discussion</p>	<p>Site visit: Before class, visit the site of the President’s House, Sixth and Market Streets, Philadelphia.</p> <p>Begin Year in Review assignment.</p>	
9/18	<p><i>The Public History Reader</i> – Part II introduction; Part III introduction; one other selected chapter.</p> <p>President’s House digital case study, steps 2-4. <u>Do not start the digital case until after you visit the site.</u> http://www.independencehall-americanmemory.com/teaching-guides/teaching-guide-public-history/presidents-house-case-study/</p>	Begin PH opportunities survey.	9/19: ThatCamp Philly. Free digital humanities training! http://2014.thatcampphilly.org/about/
9/25	<p>President’s House digital case study, steps 5 to end. In the comment field, respond to the question in step 9.</p> <p>Horton, <i>Slavery and Public History</i> (University of North Carolina Press) – Intro and selected chapters.</p> <p>“ ‘Ask a Slave’: A Frontline Fantasy?” blog post with commentary and videos</p>		9/27: The Great Twelve-Hour, River-to-River, Vine to Pine, Rain or Shine Tour of Philadelphia: http://www.phillyguides.org/great-tour-river-to-river.aspx

	http://publichistorycommons.org/ask-a-slave/		
10/2	<p>Linenthal and Engelhardt, <i>History Wars</i> (Holt)</p> <p>In class: Construct a digital case study to help public historians learn from the Enola Gay exhibit controversy.</p>	<p>Year in Review assignment is due. Conferences for training in Wordpress and discussion of topics for Issue Paper.</p>	<p>Archives Month Philly, throughout October: http://archivesmonthphilly.com/</p>
10/9	<p>History and Memory David Glassberg, "Public History and the Study of Memory," <i>The Public Historian</i> (Spring 1996): 7-23. JSTOR.</p> <p>McDonnell, <i>Remembering the Revolution</i> (University of Massachusetts Press) – Introduction and selected chapters.</p> <p>In class: Intro to Zotero</p>	<p>Site visit: Visit any historic site or attend a public program related to the American Revolution; also visit any related websites.</p>	<p>10/8: "Spirits of History" lecture and panel discussion, Historical Society of Pennsylvania: http://hsp.org/calendar/spirits-of-history</p> <p>10/9-12: The Urban History Association meets in Philadelphia: http://uha.udayton.edu/conf.html</p>
10/16	<p>Dickey, <i>A Tough Little Patch of History: Gone with the Wind and the Politics of Memory</i> (University of Arkansas Press)</p> <p>Margaret Mitchell House and Museum: http://www.atlantahistorycenter.com/mmh</p>	<p>Preliminary bibliography for issue paper is due (post in Zotero).</p>	
10/23	<p>Gobel and Daves, <i>Commemoration in America</i> (University of Virginia Press) – Introduction and selected chapters.</p> <p>Web search: Explore the phenomenon of virtual memorials.</p>		
10/30	<p><i>Beyond Preservation: Using Public History to Revitalize Inner Cities</i> (Temple University Press, 2010)</p> <p>Cooper Street Historic District project: http://www.cooperstreet.wordpress.com</p>		
11/6	<p>Practical Matters: Tourism Choose one book on tourism history from the provided list.</p>	<p>Report to the class on your selected book and share a related tourism promotion website.</p>	<p>11/6-8: The Pennsylvania History Association meets in Philadelphia: http://www.pahistory.org/meetings/conference_info.html</p>

11/13	<p>Practical Matters: Public History Work</p> <p>Sites of Conscience – special issue of <i>The Public Historian</i> (Vol. 30, No. 1, February 2008). JSTOR.</p> <p>International Sites of Conscience: http://www.sitesofconscience.org/</p>	<p>Site visit: Before class, visit or attend a program at one of the three Philadelphia members of the International Sites of Conscience: Eastern State Penitentiary Historic Site (note: not “Terror Behind the Walls”); the National Constitution Center; or Laurel Hill Cemetery. Also view related websites.</p> <p>11/15: Stop PH opportunities survey.</p>	
11/20	Tyson, <i>The Wages of History</i> (University of Massachusetts Press)	Discussion of findings from opportunities survey.	
11/25	Thanksgiving week – no class (conferences / prep for project presentations)	Optional drafts of Issues Paper are due this week.	
12/4	Last night – Project presentations		
12/11	(If needed to complete project presentations.)		

Final papers are due Monday, December 15 (time and place to be determined). Submit two copies. If you would like your paper back with comments, please provide a stamped, self-addressed envelope that is large enough to mail your paper back to you.

Some starting points for plugging in to the public history community:

National Council on Public History

Website: <http://ncph.org/cms/>

Twitter: <https://twitter.com/ncph> (@ncph)

Facebook: <https://www.facebook.com/nationalcouncilonpublichistory>

American Association of State and Local History (AASLH)

Website: <http://www.aaslh.org/>

Twitter: <https://twitter.com/AASLH> (@aaslh)

Facebook: <https://www.facebook.com/AASLH>

American Association of Museums

Website: <http://www.aam-us.org/>

Twitter: <https://twitter.com/aamers> (@aamers)

Facebook: <https://www.facebook.com/americanmuseums>

Mid-Atlantic Regional Center for the Humanities (MARCH) at Rutgers-Camden

Website: <http://march.rutgers.edu>

Twitter: <https://twitter.com/MARCHRuCamden> (@MARCHRuCamden)

Facebook: <https://www.facebook.com/pages/Mid-Atlantic-Regional-Center-for-the-Humanities-MARCH/157124341014114>

Public History Community Forum (PubComm)

Facebook: <https://www.facebook.com/pages/Public-History-Community-Forum-Pubcomm/256003161202717>

Mid-Atlantic Association of Museums (MAAM)

Website: <http://www.midatlanticmuseums.org/>

Twitter: <https://twitter.com/midatlanticmuse> (@midatlanticmuse)

Facebook: <https://www.facebook.com/midatlanticmuseums>

Mid-Atlantic Archives Conference

Website: <http://www.marac.info/>

Twitter: <https://twitter.com/MARACtweets> (@MARACtweets)

Preservation Alliance of Greater Philadelphia

Website: <http://www.preservationalliance.com/>

The history profession generally:

American Historical Association

Website: <http://www.historians.org/>

Twitter: <https://twitter.com/AHAhistorians> (@AHAhistorians)

Facebook: <https://www.facebook.com/AHAhistorians>

Organization of American Historians

Website: <http://www.oah.org/>

Twitter: https://twitter.com/The_OAH (underscore before OAH)

Facebook: <https://www.facebook.com/AHAhistorians>

Topics for Public History Year in Review

(Additions are welcome. To add a topic, you must arrange for a contact person and site visit.)

New president of the Historical Society of Pennsylvania, Page Talbott

<http://hsp.org>

Contact Page Talbott at 215-732-6100 x 213 or at ptalbott@hsp.org

Eastern State Penitentiary unveils restored Catholic Chaplain's Office murals

<http://easternstate.org>

Contact Sean Kelley, Sr. VP and Director of Public Programming, sk@easternstate.org

The annual "Great Tour" of Philadelphia

Philadelphia tour guide training and certification

Grant from William Penn Foundation to professionalize LGBT archive at William Way Center

Plans for 2015 commemoration of Reminder Days (1960s gay rights demonstrations)

For any of the above, contact Bob Skiba, President of the Association of Philadelphia Tour Guides and archivist at the William Way Center: bobskiba@verizon.net

3-D scanning of the Battleship New Jersey

<http://www.battleshipnewjersey.org/>

Contact Jack Willard, Sr. Vice President of Marketing and Sales

J.Willard@battleshipnewjersey.org

Pending: Whitall House / Red Bank Battlefield (historic house interpretation or battlefield archaeology)

<http://www.gloucestercountynj.gov/depts/p/parks/parkgolf/redbank/>

<http://www.whitall.org/>

Contact Jen Janofsky, Curator, jjanofsky@co.gloucester.nj.us

"Before the Leaves Begin to Fall" digital WWI project

Or Digital Partners Program (digitization and hosting materials for other institutions)

<http://wwionline.org>

Contact Michael Foight, Special Collections and Digital Library Coordinator, Falvey Library, Villanova University, michael.foight@villanova.edu

Pending: Philadelphia History Museum community history galleries

<http://www.philadelphiahistory.org/>

Contact Cindy Little, historian, cindy.little@philadelphiahistory.org

Move of the National Archives-Philadelphia from Center City to Northeast Philadelphia

<http://www.archives.gov/philadelphia/>

Contact Leslie Simon, Director of Research, leslie.simon@nara.gov

"Study Hall" – Medical history improv theater (monthly event)

<http://phillyimprovtheater.com/>

For contact information, ask Dr. Janet Golden, history graduate director, Rutgers-Camden jgolden@camden.rutgers.edu

Pending: New director of the Roebling Museum, Rutgers-Camden alum John Seitter

<http://roebblingmuseum.org/>

Contact John Seitter:

Paper Instructions

Public History Year in Review (1,000 words, due October 2).

The purpose of this assignment is to help you become acquainted with public history professionals and organizations and to create a record of public history activities in our region.

First steps / Research: Select a topic and make an appointment to visit your contact person at his or her workplace for a short interview and site visit prior to the end of September. Before you go, visit the organization's website and become familiar with its history, mission, and current activities. Also conduct a web search for any recent news coverage or information about the person you are going to interview. Develop a list of questions for the interview.

Writing: This paper should be suitable for publication in a newsletter and online for a general audience. The style should be factual and nonjudgmental. In the form of a news article, the first paragraph should summarize the most important information (who, what, where, and when -- perhaps also how and why).

Sources / Citations: In keeping with newsletter style, this paper will not have footnotes or a bibliography. Instead, create links in the text to relevant online materials, such as organization websites.

Submission: Submit a printout of your paper in class, and then also upload the same as a Word document into your "dropbox" on our class Sakai site. This will allow for editing before publication.

Publication: After editing, you will publish your article on the Public History Year in Review website (a WordPress site – training will be provided).

Grades: The grades on this paper will be based on quality of information, accuracy, and writing clarity and correctness. Grades will be assigned based on the submitted paper. (As needed, additional editing will be provided prior to publication.)

Public History Issue Paper (10 pages plus notes and bibliography; optional draft due before Thanksgiving; final paper due December 15).

The purpose of this paper is to move from the topic of your Year in Review article to investigate a related issue in public history through published scholarship. Examples of issues include a challenge, controversy, or transformation occurring in the field of public history; a type of project or public history setting; a subject of historic interpretation; or a management issue.

This paper is a work of scholarship, similar to the articles you will find in history journals such as *The Public Historian*. Through this paper, you will gain practice in analyzing and synthesizing scholarship and presenting it to professional colleagues.

First steps: Identify an issue to investigate that is related to your Year in Review paper. Using the Zotero bibliography tool (which will be demonstrated in class – www.zotero.org) create a bibliography of at least ten scholarly books and articles, including all relevant articles you can find in *The Public Historian*, which is the leading journal in the field of public history.

(Instructions continue on the next page)

Research: Read all of the books and articles in your bibliography thoroughly, taking note of each author's arguments, the relevance of each reading to the issue you are investigating, and the ways in which the readings relate to each other. Also take note of examples of public history practice related to the issue. To understand how historians do research and how they relate to each other, make sure to read footnotes as well as the text.

Writing: For this paper, consider your audience to be fellow public history professionals who desire a deeper understanding of the issue you are investigating. They are counting on you to brief them on the scholarship related to the issue and to let them know about examples of practice (which may include the example from your Year in Review assignment).

The introduction of the paper should identify the research problem (the issue you have investigated) and state an argument (a summary of your understanding of the issue based on your reading of the scholarship).

The body of the paper should support the argument in the introduction with a series of related ideas, supported by evidence drawn from your reading. Do not simply summarize each book and article separately. (We will talk more about this in class.)

Within the body of the paper, describe examples of the ways in which the issue is being dealt with in at least three public history settings (which may include the example you started with in the Year in Review assignment).

Sources / Citations: This paper requires footnotes or endnotes and a bibliography in Chicago style (based on *The Chicago Manual of Style*, which is abridged in Turabian, *Manual for Writers...*, and Rampolla, *A Pocket Guide to Writing in History*). Precision is important.

Submission: Submit two printouts of the paper.

Grades: Grades on this paper will be based on depth of understanding of scholarship; synthesis of information from a variety of sources; connection of scholarship with examples of practice; argumentation; accuracy; writing clarity and correctness; and correct citation.