

Welcome to **Issues in Public History**, a seminar designed to introduce graduate students to the theory, methods, and practice of history outside the classroom. In this seminar, we will investigate the challenges of historical work in historic sites, museums, archives, and other public history settings. We will pay particular attention to these questions (among others):

How is history communicated to the public?

How do public history sites contribute to public memory?

How and why do controversies emerge in public history settings?

What is the relationship between “academic” history and public history?

How does tourism economics affect the practice of public history?

What career opportunities exist for historians beyond the classroom?

This is a seminar, not a lecture course. The success of the seminar depends on the active engagement of all students as well as the professor. The seminar requirements are:

► **Regular attendance, thorough preparation, and active participation in discussions.**

Attendance is essential. You cannot receive an “A” for the course if you miss more than two classes. To contribute to discussion, prepare three to four open-ended questions for each reading.

► **Newsletter-style report for a “Public History Year in Review” (1000 words; create a web page)**

As a class, we will create a Public History Year in Review web site featuring projects in South Jersey, Philadelphia, and eastern Pennsylvania. Each member of the class will select one project and visit and interview a leader of the project. Topics list posted on Sakai.

► **Research paper on a public history issue or trend. (15-20 pages)**

This paper will develop from the year in review assignments and may incorporate that essay. Adding to the first assignment, you will identify an issue or trend to pursue in greater depth and read the related scholarly literature in public history, particularly articles in the journal *The Public Historian*. The paper also must make use of primary sources from one or more archives. The result should be a paper suitable for submission to an academic journal, conforming to *The Chicago Manual of Style*.

► **Data collection and input from online postings of public history employment opportunities.**

Each member of the class will collect information from an assigned job-postings site and enter the data into a Google docs spreadsheet. At the end of the semester, this will allow us to analyze trends and identify the skills and attributes desired by potential employers.

► **Social media identity creation.** You will begin to establish your professional identity with Twitter, listserv subscriptions, and other forms of online networking of your choice.

Grades: Grades will be weighted as follows: Newsletter report, 25% (based on submitted text; web page is not graded but is required); research paper, 50%; participation, including substantive participation in class, the data collection project, and research presentation, 25%. Please note that all requirements must be fulfilled in order to pass the course. Attendance at seminar meetings is essential; more than two absences will significantly (and negatively) impact your final grade.

- See the end of the syllabus for further information about grades and paper instructions.

Communication: E-mail is welcome; write to cmires@camden.rutgers.edu. Please check your own e-mail regularly. Please also check in advance before sending attachments of documents; printouts are preferred, although we will deviate from this for the Year in Review project. To leave a voice message, call 856-225-6069.

Office hours: Regular office hours are held in 429 Cooper Street, room 102 (enter through the back door of the building) on Tuesdays and Thursdays, 3:30 to 4:30 p.m., and by appointment on Tuesdays, Wednesdays, and Thursdays. Brief informal conferences also are available after class until 9 p.m.

Electronic devices: Please stow all laptops, phones, and other electronic devices unless the syllabus indicates that we will use them in class. An exception will be made when computers or tablets are necessary for reference to e-books, but please keep your attention on the human beings in the room more than the machines. (If you have a certified disability that requires use of keyboard for note-taking please make this known to the professor.)

Inclement weather: Rutgers rarely closes due to severe weather, but if this occurs an announcement will be posted on the campus Web site 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.

Books and other readings. Books listed on the schedule in **bold** are available in the University District Bookstore. Articles will be made available online through databases, links, or as PDF files posted on the Sakai site for this course. See <http://sakai.rutgers.edu>. When you sign in, you will find a tab for this course.

Public history organizations and web resources:

Rutgers-Camden Public History Links & News –
<http://publichistory.blogs.edu>

American Association for State and Local History - <http://www.aaslh.org>

American Association of Museums - <http://www.aam-us.org>

H-Public discussion listserv - (H-Public) - <http://www.h-net.org>

Mid-Atlantic Regional Center for the Humanities – <http://march.rutgers.edu>

National Council on Public History - <http://www.ncph.org>

National Park Service - Cultural Resources - <http://www.cr.nps.gov>

National Park Service - Teaching with Historic Places -
<http://www.cr.nps.gov/nr/twhp>
National Trust for Historic Preservation - <http://www.nthp.org>

Schedule of readings and other assignments

In addition to the listed assignments, we will begin each class meeting with discussion of public history issues in the news, updates on your experiences with your case studies, or other experiences with public history sites or events during the previous week.

Dates	Topics / Reading	Other assignments
Sept. 4	<p>Course introduction Field study of the President's House, 6th and Market Sts., Philadelphia</p> <p>Before the next class, establish your professional identity online:</p> <ul style="list-style-type: none"> - Create or adapt an existing Twitter account (www.twitter.com) with a professionally acceptable photo and profile to establish your identity as an aspiring historian. Follow history-related organizations, including these: Philadelphia Cultural Alliance; Mid-Atlantic Regional Center for the Humanities; National Council on Public History; American Association for State and Local History; and Organization of American History. - Go to H-Net (www.h-net.org) and sign up for H-Public and any other list serves of your choice. 	
Sept. 11	<p>CASE STUDY: The Enola Gay and the Smithsonian ► Linenthal, <i>History Wars: The Enola Gay and Other Battles for the American Past</i> (Metropolitan Books, 1996)</p> <p>President's House case study: ► Document: Independence Hall Association to Martha Aikens, August 15, 2001: http://www.ushistory.org/presidentshouse/controversy/iha1.htm ► Document: Martha Aikens reply: http://www.ushistory.org/presidentshouse/controversy/aikens1.htm</p>	Starting this week after class, begin collecting and entering data from your assigned job-posting site.
Sept. 18	<p>Issue: Patriotism and public memory ► Bodnar, <i>Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century</i> (Princeton University Press, 1992). ► David Glassberg, "Public History and the Study of Memory," <i>The Public Historian</i> (Spring 1996): 7-23. JSTOR.</p> <p>President's House case study: ► Scan: Lawler, "The President's House in Philadelphia: Rediscovery of a Lost Landmark," <i>Pennsylvania Magazine of History and Biography</i> (January 2002). JSTOR. ► Browse news coverage of the site in 2002. Who became interested in the site and why? http://www.ushistory.org/presidentshouse/news/index.htm (Scroll down to 2002)</p>	
Sept. 25	<p>Issue: Civic engagement and shared authority ► Lewis, <i>The Changing Face of Public History: The Chicago Historical Society and the Transformation of an American Museum</i> (Northern Illinois U. Press, 2005)</p>	Newsletter articles: By Friday of this week,

	<p>► National Park Service Conservation Institute, <i>Stronger Together: A Manual on the Principles and Practices of Civic Engagement</i>, http://www.nps.gov/civic/resources/CE_Manual.pdf</p> <p>President's House case study: ► Preliminary designs, January 2003 http://www.ushistory.org/presidentshouse/plans/jan2003/index.htm ► Read news coverage of public meeting about preliminary designs on January 15, 2003. What happened and why? http://www.ushistory.org/presidentshouse/news/index.htm</p>	September 28, submit a Word document to your "Dropbox" on Sakai.
Oct. 2	<p>Issue: Slavery, Race, and Public History ► Horton, <i>Slavery and Public History</i> (New Press, 2006)</p> <p>President's House case study: As the project continued, what efforts were made to identify and include stakeholders? What points of agreement could be found, and what remained to be resolved? ► Roundtable consensus document, 2003: http://www.ushistory.org/presidentshouse/controversy/consensus.htm ► Minority report, 2003 http://www.ushistory.org/presidentshouse/controversy/minority.htm ► President's House site meeting, 2005 http://www.ushistory.org/presidentshouse/controversy/meeting090605.htm ► Oversight Committee appointed, 2005 http://www.ushistory.org/presidentshouse/plans/oversight.htm</p>	Revise newsletter articles as needed for publication.
Oct. 9	<p>Workshop class – bring laptops, if you have them.</p> <ul style="list-style-type: none"> - Create the "Year in Review" web site - Identify trends and issues for research papers and begin to create bibliographies. <p>Browse: Rosenzweig and Cohen, <i>Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web</i>, online at http://chnm.gmu.edu/digitalhistory/</p>	Research paper bibliographies due (print out and submit in class)
Oct. 16	<p>Issue: Public History in Urban Settings ► Hurley, <i>Beyond Preservation: Using Public History to Revitalize Inner Cities</i> (Temple University Press, 2010)</p> <p>President's House case study: ► Request for Qualifications, 2005 http://www.ushistory.org/presidentshouse/plans/rfq.htm ► Design Competition, Semi-Finalist Models and Public Comments http://www.phila.gov/presidentshouse/design.htm</p>	
Oct. 23	<p>Issue: Gender and Public History ► West, <i>Domesticating History: The Political Origins of America's House Museums</i></p> <p>President's House case study: ► Archaeological dig – Sample the news coverage of archaeological dig, 2007, including: - Kickoff press release: http://www.ushistory.org/presidentshouse/news/pr032107.htm</p>	

	<ul style="list-style-type: none"> - Dig yields unexpected finds: http://www.ushistory.org/presidentshouse/news/inq050407.htm - Controversial dig re-covered: http://www.ushistory.org/presidentshouse/news/inq080107.htm - Public history at sites of protest: http://www.ushistory.org/presidentshouse/news/ctfall07.htm 	
Oct. 30	<p>Issue: Tourism Marketing</p> <p>► Adema, <i>Garlic Capital of the World: Gilroy, Garlic, and the Making of a Festive Foodscape</i></p> <p>President's House case study:</p> <p>► Issues of Accuracy and Interpretation, 2009 http://www.ushistory.org/presidentshouse/plans/designissues.htm</p> <p>► Critics denounce plans, 2010 http://www.ushistory.org/presidentshouse/news/inq050810.htm</p>	Stop job-posting data collection with postings as of October 30.
Nov. 6	<p>Global Horizons of Public History</p> <p>► Phillips and Reyes, <i>Global Memoryscapes: Contesting Remembrance in a Transnational Age</i></p> <p>President's House case study:</p> <p>► Exhibit Plans, 2010: http://www.ushistory.org/presidentshouse/plans/eisterhold/index.htm</p> <p>► Additional materials on Sakai.</p>	
Nov. 13	<p>Principles for Professional Practice</p> <p>► National Council on Public History, Code of Ethics and Professional Conduct, http://ncph.org/cms/about/bylaws-and-ethics/</p> <p>► American Association of State and Local History, Statement of Professional Standards and Ethics, http://www.aaslh.org/ethics.htm</p> <p>Techniques for effective oral presentations</p> <p>President's House case study:</p> <p>► Site opens: http://www.ushistory.org/presidentshouse/news/inq121610.htm</p> <p>► Architecture review: http://www.ushistory.org/presidentshouse/news/inq121710.htm</p> <p>► Independence National Historical Park web site: http://www.nps.gov/inde/historyculture/the-presidents-house.htm</p> <p>► Public responses: http://www.ushistory.org/presidentshouse/guests.asp</p>	Finish entering job-postings data no later than end of this week.
Nov 20 NO CLASS	There is no class this week because the university has "deemed" this to be a Thursday, and only classes normally scheduled on Thursday will meet.	
Nov. 27	Discussion of public history employment trends: Before class, review the job-postings spreadsheet. Prepare conclusions and questions based on the data for discussion in class.	Research papers: Optional drafts

	Research presentations and discussion	(or partial drafts) accepted.*
Dec. 4	Research presentations and discussion	Final papers accepted this week or next.
Dec. 11	<p>Final papers due. – Submit two printouts of your paper, and a self-addressed stamped envelope if you would like one copy returned to you with comments. (Make sure the envelope is larger enough to contain your paper.)</p> <p><u>Tentative:</u> Meeting to discuss public history internship requirements.</p>	

* Partial drafts: An acceptable partial draft will consist of approximately half the paper, written to the best of your ability at this stage of the process, with an outline or description of the rest. Footnotes or endnotes must be provided.

Writing Assignments:

Newsletter article

Follow the conventions of journalism: a summary of who, what, where, when, why, and how, without expressions of opinion. For examples of newsletter articles, go to the newsletter of the Mid-Atlantic Regional Center for the Humanities (www.march.rutgers.edu) and go to the “Publications” tab. Also consult other newsletters of cultural organizations.

Year in Review web site

We will work together in class to create a site using Wordpress, an open source Content Management System. Each member of the class will create a page for the site. No coding knowledge is necessary.

Research paper

Follow the conventions of the historical profession: frame the paper with a question or research problem and present an argument, supported by evidence from primary and secondary sources. For examples, see the journal *The Public Historian* as well as *The Journal of American History*. Follow the *Chicago Manual of Style* for form of citations (footnotes or endnotes) and bibliography.

Grade definitions

A	Outstanding
B+	Good
B	Satisfactory, needs improvement
C+	Weak
C	Unsatisfactory
F	Failure

Paper grading criteria

A

Prose: clear, precise, grammatically correct, error-free, and pleasing formal English.

Argument: innovative, orderly, coherent, well constructed, skillful marshalling of evidence, clear, clearly stated thesis, and persuasive.

Analysis: goes beyond description or narrative; addresses issues that transcend the particular focus of the paper; demonstrates an understanding of the literature on the topic; and penetrates beneath the surface meaning of sources.

Research: uses a sufficient number and range of appropriate primary sources [where applicable], consults and applies the pertinent secondary literature, and cites accurately the sources using a standard style sheet acceptable to the professor.

B+

Prose: clear, grammatically correct, formal English.

Argument: orderly, coherent, marshals evidence, usually clear, clearly stated thesis, interesting but not completely persuasive.

Analysis: often goes beyond description or narrative, thorough treatment of the paper topic, demonstrates an acquaintance with the literature on the topic; and often penetrates beneath the surface meaning of the sources.

Research: uses a sufficient number and range of appropriate primary sources, consults the pertinent secondary literature, and cites accurately the sources using a standard style sheet acceptable to the professor.

B:

Prose: clear but uneven, grammatically correct, formal English.

Argument: coherent, shows effort to marshal evidence, some obscurity and/or lapses in organization, not brought forward to its conclusion.

Analysis: a substantive treatment of the paper topic but sometimes lapses into mere narrative or description, missed opportunity/ities for analysis of evidence, demonstrates an awareness of the literature on the topic, sometimes penetrates beneath the surface meaning of the sources.

Research: uses a fair number and range of primary sources, consults some of the pertinent secondary literature, and generally cites accurately the sources using a standard style sheet acceptable to professor.

C+

Prose: frequently unclear, weak grasp of grammar, often colloquial English.

Argument: sometimes incoherent, disorganized, insufficient evidence, repeatedly obscure, unpersuasive.

Analysis: relies mainly on narrative or description, superficial treatment of paper topic, demonstrates a fragmentary awareness of the literature on the topic; rarely penetrates beneath the surface meaning of sources.

Research: uses the minimum number and range of primary sources, consulted one or two secondary works on the topic, and sometimes cites incorrectly or fails to cite the sources using a standard style sheet acceptable to professor.

C

Prose: basically unclear, numerous grammatical errors, colloquial English.

Argument: often incoherent, often disorganized, insufficient and ineffectively employed evidence often obscure, unpersuasive.

Analysis: relies exclusively on narrative or description, reliance on quotations in place of analysis, misguided treatment of paper topic, no awareness of literature on the topic; does not penetrate beneath the surface meaning of sources.

Research: Uses fewer primary sources than necessary, relied too much upon secondary sources or, alternatively, neglected to contextualize the primary sources with any secondary sources, and cites incorrectly or fails to cite the sources.