

Welcome to **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.

► **Review of *The Public Historian* (assigned issues).** 3-5 page paper and 10-minute oral report on a selected date.

This review will be based on your reading of assigned issues of *The Public Historian*, the journal of the National Council on Public History. Your paper and report should answer the question: What were the trends and issues in the field of public history for the years you were assigned? To assist your colleagues, prepare a handout with a bullet list of significant themes and bibliography of articles that you will reference in your presentation.

► **Case study of a site-specific public history issue (15-20 pages).** Due Monday, May 9.

A list of possible topics is attached. The paper should include:

- An explanation of the issue and the site's approach to it;
- The context of this site-specific issue in the broader field of public history (based on your reading of books and articles in the field);
- An institutional history and the mission of the selected site.

For this paper, you must visit the site of your study and interview at least one public history professional who works at the site. You will present your findings from the case study on an assigned date during the last three weeks of the seminar.

For footnoting and bibliography form, consult *The Chicago Manual of Style*.

Teaching option: Create a course unit using public history resources. We will work together to develop guidelines for this project equivalent to those stated above. The *OAH Magazine of History* and/or the National Park Service *Teaching With Historic Places* lessons will serve as models.

Grades: Greatest weight will be given to the final paper and class participation. 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. To leave a voice message, call 856-225-6069.

Office hours: Regular office hours are held in Armitage Hall, Room 352, on Mondays and Wednesdays, 2:30 to 4:30 p.m. For your convenience conferences also will be scheduled at other times by request. This is an important aspect of graduate study, so please do not hesitate to ask.

Electronic devices: Please stow all laptops, phones, and other electronic devices unless the syllabus indicates that we will use them in class. An exception: tablet-style e-readers are permitted for the sole purpose of reference to texts.

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>.

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>

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
Jan. 24	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)	
Jan. 31	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.	
Feb. 7	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) ► 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	Paper topic selection and bibliography
Feb. 14	CASE STUDY: The President's House <i>If you have a laptop or tablet with wireless capability, please bring it to this class.</i> Read in advance: ► Lawler, "The President's House in Philadelphia: Rediscovery of a Lost Landmark," <i>Pennsylvania Magazine of History and Biography</i> (January 2002). JSTOR. ► Document: Independence Hall Association to Martha Aikens, August 15, 2001: http://www.ushistory.org/presidentshouse/controversy/iha1.htm	Before this class, visit the President's House site and Liberty Bell Center (6 th and Market Streets, Philadelphia)
Feb. 21	Issue: Slavery, Race, and Public History ► Horton, <i>Slavery and Public History</i> (New Press, 2006)	Two <i>Public Historian</i> reports
Feb. 28	Issue: Race, Place, and Preservation ► Kaufman, <i>Race, Place, and Story: Essays on the Past and Future of Historic Preservation</i> (Routledge, 2009)	Two <i>Public Historian</i> reports
March 7	Issue: Public History in Urban Settings ► Hurley, <i>Beyond Preservation: Using Public History to Revitalize Inner Cities</i> (Temple University Press, 2010)	Two <i>Public Historian</i> reports
March 14 Spring Break	No Class.	

<p>March 21</p>	<p>Commemoration and the Civil War</p> <ul style="list-style-type: none"> ▶ David Blight, ““For Something Beyond the Battlefield: Frederick Douglass and the Struggle for the Memory of the Civil War,” <i>Journal of American History</i> (March 1989): 1117-1280. JSTOR. ▶ Jon Weiner, “Civil War, Cold War, Civil Rights: The Civil War Centennial in Context, 1960-65,” in <i>The Memory of the Civil War in American Culture</i>, ed. Alice Fahs and John Waugh (University of North Carolina Press, 2004). PDF on Sakai. ▶ Possible additional article(s) or essay(s). ▶ Report on your observation or participation in a Civil War Sesquicentennial commemoration. <p>Links to schedules of Civil War Sesquicentennial events are on the blog: http://publichistory.blogs.rutgers.edu</p> <p><u>Event of Interest</u> March 25-26: Annual Barnes Club Conference Graduate Student Conference, Temple University Center City, 1515 Market St., Philadelphia.</p>	<p>Before this class, attend an exhibit or event commemorating the Civil War sesquicentennial, or visit a Civil War monument.</p>
<p>March 28</p>	<p>Digital History</p> <p><i>If you have a laptop or tablet with wireless capability, please bring it to this class.</i></p> <ul style="list-style-type: none"> ▶ Rosenzweig, <i>Clio Wired: The Future of the Past in the Digital Age</i> (Columbia University Press, 2010). <p>** This book was not ordered through the University Store**</p> <ul style="list-style-type: none"> ▶ Locate and report on a Web site that connects with the issues raised in the book. <p>(Also of interest, but not assigned reading: 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>	<p>One or two <i>Public Historian</i> reports.</p>
<p>April 4</p>	<p>Tourism</p> <p>Report to the class on one of the following books (a signup sheet will be provided to assure good coverage):</p> <ul style="list-style-type: none"> ▶ Gasson, <i>The Birth of American Tourism: New York, The Hudson Valley, and American Culture, 1790-1830</i> (University of Massachusetts Press, 2008). ▶ Sears, <i>Sacred Places: American Tourist Attractions in the Nineteenth Century</i> (University of Massachusetts Press, 1999). ▶ Brown, <i>Inventing New England: Regional Tourism in the Nineteenth Century</i> (Smithsonian Books, 1997). ▶ Cocks, <i>Doing the Town: The Rise of Urban Tourism in the United States, 1815-1915</i> (University of California Press, 2001). ▶ Shaffer, <i>See America First: Tourism and National Identity, 1880-1940</i> (Smithsonian Books, 2001). ▶ Rothman, <i>Devil's Bargains: Tourism in the Twentieth-Century American West</i> (University Press of Kansas, 2000). ▶ Rugh, <i>Are We There Yet? The Golden Age of American Family Vacations</i> (University Press of Kansas, 2008). ▶ Norkunas, <i>The Politics of Public Memory: Tourism, History, and Ethnicity in</i> 	

	<p><i>Monterey, California</i> (State University of New York Press, 1993).</p> <p>► Gotham, <i>Authentic New Orleans: Tourism, Culture, and Race in the Big Easy</i> (NYU Press, 2007).</p> <p>► Harrison, <i>The View From Vermont: Tourism and the Making of an American Rural Landscape</i> (University of Vermont Press, 2006).</p> <p><u>Event of Interest:</u> April 8-9, in Harrisburg, Pa.: “Heritage and the State,” conference of the Middle Atlantic American Studies Association, Pennsylvania Political Science Association, and Middle Atlantic Folklife Association. http://hbg.psu.edu/research/maasa/conferences.htm</p>	
April 11	<p>From History to Memory</p> <p>► Frick, <i>Reinventing Richard Nixon: A Cultural History of an American Obsession</i> (University Press of Kansas, 2008).</p>	One or two <i>Public Historian</i> reports
April 18	<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><i>Review and synthesis of major course themes and questions. Balance of time available for project questions, review of Chicago style, or discussion of other writing issues.</i></p> <p><u>Event of interest:</u> April 20-21: Oral History in the Mid-Atlantic Region (OHMAR) conference in Philadelphia: http://www.ohmar.org/confcurrent.html</p>	Optional drafts (or partial drafts) accepted.*
April 25	Case study presentations and discussion	Optional drafts (or partial drafts) accepted.*
May 2	<p>Case study presentations and discussion</p> <p><u>Event of interest:</u> May 5: The annual Frederic R. Miller Memorial Lecture on public history will be given on our campus by Professor Howard Gillette, who is retiring this year from the history faculty. His topic is “Between Justice and History.”</p>	Final papers accepted this week or next.
Monday, May 9	Final papers due.	

* 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.

Case study papers

The following sites and individuals have agreed to participate in our case studies. (You are welcome to develop other projects.) In any case, be very well-informed about the sites *before* you contact these public history professionals, and be considerate of their time. Consider how you can give back to the sites even as you benefit from their willingness to help introduce you to the field.

Walt Whitman House, Camden, <http://www.state.nj.us/dep/parksandforests/historic/whitman/>

Contact: Leo Blake, site manager, whitmanhouse@verizon.net, (856) 964-5383

Historic house interpretation

Interpreting the lives and works of literary figures

Managing a historic site with limited staff and resources

Battleship New Jersey, Camden, <http://www.battleshipnewjersey.org/>

Contact: Jason Hall, vice president of curatorial affairs and education, J.Hall@battleshipnewjersey.org

Camden Shipyard and Maritime Museum, <http://www.camdenshipmuseum.org>

Contact: Michael Lang, project director, mlang@camdenshipmuseum.org

How inner city non-profit organizations can partner to save historic properties

The role of faith based organizations

Adaptive reuse with a community purpose

Developing a vision for the organization

Relationship of historic preservation to neighborhood revitalization

Planning

Developing a preservation plan

Fund-raising for historic properties

Programming

Developing visibility

Staffing; the importance of volunteers

Camden's Carnegie Library (or other historic structure in Camden)

Contact: Michael Lang, mlang@camdenshipmuseum.org

How historic public buildings are abandoned and "lost"

Why adaptive reuse sometimes misfires

The role of local, state and federal historic preservation agencies

The role of community activists and local politics in preservation

Salem County Historical Society, Salem, NJ, <http://www.salemcountyhistoricalsociety.com/>

Contact: Sarah Hagarty, Administrator/Curator, shagarty@camden.rutgers.edu

Funding historical activities (education, museum, archival)

Caring for historic buildings/interpreting historic buildings

Educational initiatives

Collections care

Digitizing archival collections

Oral History archives and how to interpret them for use in exhibits

Alice Paul Institute, Mount Laurel, NJ, <http://www.alicepaul.org/>

Contact: Kris Myers, Director of Heritage and Outreach, kmyers@alicepaul.org, 856-231-1885

Historic preservation

Historic house interpretation

Adaptive use of a historic site

Creating and maintaining an archive

Outreach

Leadership programs for girls

Heritage programs

National Archives – Mid-Atlantic Branch, Philadelphia, <http://www.archives.gov/midatlantic>

Contact: Andrea (Ang) Reidell, Andrea.Reidell@nara.gov

Reviving National History Day in Philadelphia

Connecting people to history – how/why the National Archives reaches out to the public

Historical Collaborations - the role of the National Archives as partner in public history projects

Focus on education - the National Archives' new education initiative

Connecting people in history - creating historical community at the National Archives

(Other archives-related topics may be possible here)

Foundations of the Union League, Philadelphia, <http://www.unionleague.org>

Contact: Lucienne (Lucy) Beard, Director of Education and Outreach, BeardL@UnionLeague.Org

Digitizing collections and creating an accessible collections database

Creating a new museum space in a private institution, straddling the line between public accessibility and club members' expectations of privacy and exclusivity

Telling the story of Philadelphia in the Civil War

Creating a Civil War commemoration through the Civil War History Commemoration

Creating "standards and procedures" for a new institution

Rethinking collection policies in light of new opportunities for using the collection for education and exhibits

Eastern State Penitentiary, Philadelphia, <http://www.easternstate.org>

Contact: Sean Kelley, Programs Director, sk@easternstate.org

How an abandoned nineteenth-century prison became a historic site

Public history and advocacy (in this case, prison reform)

Public programming at historic prisons

Interpreting a complex and contested history

Doing living history at the prison

How a multi-use site (art, architecture, history) was crafted and how it is balanced.

Developing, maintaining and making accessible an oral history program.

Using "non-traditional" archaeology.

Working with a wide range of visitors, including ghost groups.

Preservation/conservation of the site.

Women's history at a "masculine" site.

Exploring racial issues at the site.

Interpreting religion/spirituality at the prison.

Public perception, romanticization and reality of historic prisons.

Valley Forge National Historical Park, <http://www.nps.gov/vafo>

Contacts: Barbara Pollarine, deputy superintendent / planner, barbara_pollarine@nps.gov

Marc Brier, park ranger (interpretation), marc_brier@nps.gov

Reaching visitors with technology (Brier)

National Park Service civic engagement initiative (Pollarine)

Public-private partnerships (Pollarine)

Making history relevant for changing and diverse audiences (Brier)

Balancing recreational and historic uses in a national park (Pollarine)

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.