

HISTORY 659: INTRODUCTION TO PUBLIC HISTORY

BARTLETT HALL RM 131 – TUESDAYS 2:30 – 5:00 PM

INSTRUCTOR INFORMATION:

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OVERVIEW:

The purpose of this course is to introduce you to the world of public history – both the ideas and questions that make it tick, and the practical, on-the-ground concerns that confront public historians in a variety of professional settings. The course will turn on five key concept areas that inform the world of public history: History and Memory; Shared Authority and/or Inquiry; Agendas and Audiences; Legal and Ethical Frameworks; and Economics and Entrepreneurship. By the end of the semester, you will have read some of the most significant past and contemporary literature in the field of public history, and, through discussions in and beyond the classroom, have formed your own understanding of what constitutes public history. Through our shared readings, forays into the community, conversations with guest speakers, and through your own public history fieldwork, you will also have a clearer idea of what it means to work in a variety of public history settings in terms of both theory and practice.

EXPECTATIONS:

To succeed in this class you will need to keep up with the reading, participate actively in class discussions, and complete your extended project. If at any time you are having difficulties with the material or the assignments, or just need to talk, please do not hesitate to come see me during office hours or make an appointment for another time to meet.

Attendance: I expect you to be here. You will do yourself a great disservice by not attending class – you will miss material and interpretations from that day's presentation as well as the opportunity to ask questions and otherwise interact with your classmates – an important part of the learning process. There are occasionally good reasons to miss class (religious holidays, medical mishaps, family emergencies); if you miss something, please contact me to make arrangements.

- Three absences: the highest grade you may receive is a B
- Four absences: the highest grade you may receive is a C
- Five absences: the highest grade you may receive is a D
- Six absences: you will automatically receive an F

Course Requirements:

Formal requirements include: 1) attendance at all seminar discussions and field trips, guided and self-guided; if you must miss something, make arrangements with me in advance; 2) weekly writing assignments (typically ca 2-3 pp); 3) participation in one major project, executed in teams, exploring some facet of public history in more depth (see below); 4) a ca. 8-10 page paper reflecting on the topic chosen; 5) leading class discussion at least once during the semester.

Though this course explores the work historians do out in the world, it is itself of course a seminar, and the essence of a seminar is *discussion*; each week, we will meet to discuss, among ourselves and with others, issues and subjects of current concern to the Public History community. It is essential that you come to class prepared to contribute to those conversations, having read the material at hand and having given it some thought as well. I take the idea of contribution very seriously; it is the obligation of each student to guide our shared conversation toward the subjects he or she thinks most important for the course to cover.

Plagiarism and Academic Honesty:

What is Plagiarism? According to the UMASS Academic Regulations (2008-2009) Plagiarism is defined as “knowingly representing the words or ideas of another as one's own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.” For more info please see page 7 of the regulations at <http://www.umass.edu/registrar/media/academicregs.pdf>.

Honesty: You may not engage in any form of academic dishonesty. This includes, but is not limited to, cheating on exams, helping another person cheat, or plagiarizing on written assignments. This also includes fabricating excuses for absences from class and signing in for another student. If you are caught cheating at any point during the semester, you will fail the entire course and I report you to the Academic Honesty Board.

Writing Center:

The university offers a special resource for students who want some additional assistance with writing and research. The Writing Center is located in the northwest corner of the W.E.B. DuBois Library's Learning Commons. For more information, please visit the WC Website: <http://www.umass.edu/writingcenter>. The web site also offers information about the Center, such as current hours of operation and what to bring with you for your first consultation.

Semester-Long Projects:

This course, for practicality's sake, by and large emphasizes “theory” apart from “practice.” In reality, however, the concepts and ideas that we call theory should never be divorced from practice, and vice versa. To give you an opportunity to consider how theory and practice operate together in the world, you will complete a semester-long field service project that serves the local public history community, reflecting all the while – and, more formally, in a short paper at the course's conclusion – on how the readings we consider during the semester inform and are informed by everyday experiences in the field of Public History

There are a variety of projects to be completed over the course of the semester: you will be assigned to one of these, and will complete the project as a member of a team. The work is structured this way because a) in most professions, you do not (as in academia) get to follow your own curiosities, but rather must cultivate your curiosity about projects your institution has deemed desirable, and b) in most professions—much unlike academia—people work collaboratively (and for the most part do not self-select the projects they complete, also unlike academia). While this project will give you practical experience and tangible skills in a project that serves a local institution, it will also help you practice the specific skills necessary to work as one member of a well-functioning group. Early on, I will ask each of you to rank your preferences, but I will make the ultimate assignments. Your responsibility will be to complete the project to the best of your abilities, producing those products required by the respective initiative. You will also be required to turn in, at the project's conclusion, a 8-10 page essay reflecting on the project itself, and how the insights and lessons you learned completing it relate to those issues that we've discussed in the classroom. Toward that end, I strongly encourage you to keep some sort of journal or log, reflecting on the readings as you tackle them. Though I won't require these to be submitted at the semester's conclusion, such a journal would also help prepare you for our weekly discussion.

ALSO NOTE: In order to present your work and polish your presentation skills, groups will present their findings in a conference-style event held on the last day of our class. The conference will be open to the department and invited guests on the afternoon of Tuesday December 8th from 1-5pm. (You must clear your schedule for this day: block it off NOW, and make arrangements for any competing responsibilities that afternoon). Each team will make a 30-minute presentation, with 10 minutes of discussion to follow.

READINGS:

Books: Please purchase the following books (available at the University Bookstore Textbook Annex)

We will be reading the following books, which are available for purchase at the University Bookstore, Textbook Annex. Alternatively, I have placed all of these texts on reserve at the DuBois Library.

- Gary Nash, *History on Trial*
- Cathy Stanton, *The Lowell Experiment: Public History in a Postindustrial City*
- Richard E. Neustadt and Ernest R. May, *Thinking in Time: The Uses of History for Decision Makers*
- Patricia West, *Domesticating History*
- Richard White, *Remembering Abanagran: Storytelling in a Family's Past.*
- Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Changing the Future of Teaching the Past*

Articles: Please print out copies of the additional readings and bring a copy with your to class.

I have placed a scanned copy of most of the additional readings listed in the syllabus on SPARK. Each week has a separate folder, where you will find the readings for that week. All other readings not found on SPARK are available online and the URL is listed instead.

CLASS SCHEDULE:

This is the intended schedule for this course, though I reserve the right to make adjustments, if necessary, as the semester progresses. It is important on discussion days that you complete all of the reading in advance.

Day	Date	Subject	Preparation
Tue	Sept 8	What is Public History	<ul style="list-style-type: none"> • Sam Wineberg, <i>Historical Thinking and Other Unnatural Acts: Changing the Future of Teaching the Past</i> (Intro and the 3 chapters comprising Part II) • Shopes, et al, “Public History, Public Historians, and the American Historical Association,” <i>Report of the Task Force on Public History, submitted to AHA Council</i>, December 2003 (available on the AHA website, www.historians.org) • James Green, <i>Taking History to Heart: The Power of the Past in Building Social Movements</i>, Introduction
Tue	Sept 15	Memory & History	<ul style="list-style-type: none"> • Richard White, <i>Remembering Abanagran: Storytelling in a Family's Past</i> • Margaret Strobel, “Getting to the Source: Becoming a Historian, Being an Activist, and Thinking Archivaly: Documents and Memory as Sources,” <i>Journal of Women’s History</i>, Vol 11 No. 1 (Spring 1999): 181-92. • A Family Gathering, Lise Yasui, <i>The American Experience</i> (1989) [AVAILABLE ON AV RESERVE] There are 2 versions of this on reserve, the hour-long PBS version, and her original, 30-minute student edition. Please see the PBS version, nominated for the Oscar for short documentary. Those of you with special interest in documentary, however, will be interested to see the changes in the film from Yasui’s original version to the one broadcast nationally. <p>ASSIGNMENT: 800-word review of <i>Remembering Abanagran</i>. Use as a model the reviews at the back of the AHR. Good reviews summarize the book’s main argument/contribution in a nutshell, comment on anything notable about sources or methods, indicate where it fits in larger scholarly literatures, and assess the degree of success with which the author’s goals were met</p>

Tue	Sept 22	The Past in Everyday Life	<ul style="list-style-type: none"> Roy Rozenzweig and David Thelen, <i>Presence of the Past: Popular Uses of History in American Life</i> Cameron and Gatewood, "Excursions into the Unremembered Past: What People Want from Visits to Historic Sites," <i>The Public Historian</i> 22 (Summer 2000), 107-127. David Glassberg, "Public History and the Study of Memory," <i>The Public Historian</i>, Vol. 18, No. 2 (Spring, 1996), pp. 7-23.
Tue	Sept 29	Shared Authority Guest Speakers: Prof. Joyce Berkman and Chris Appey	<ul style="list-style-type: none"> Michael Frish, <i>A Shared Authority: Essays on the Craft and Meaning of Public History</i> RESERVE Alessandro Portelli, "The Death of Luigi Trastulli: Memory and the Event," in Portelli, <i>The Death of Luigi Trastulli and Other Stories</i> (1991), 1-26. Alistair Thomson, "Four Paradigm Transformations in Oral History," <i>The Oral History Review</i>, Winter/Spring 2007, 34:1, 49-70 Sherna Gluck, "What's So Special About Women? Women's Oral History," in Dunaway and Baum, <i>Oral History: An Interdisciplinary Anthology</i> (1996), 215-230. Joan Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History," in Perks and Thomson, <i>The Oral History Reader</i> (1998), 87-100. Ronald J. Grele, "Movement Without Aim: Methodological and Theoretical Problems in Oral History," in Perks and Thomson, <i>The Oral History Reader</i> (1998), 38-52. <p>You may also wish to examine the website for the New England Center for Oral History: http://www.ucc.uconn.edu/~cohadm01/neaoh.html</p> <p>And Judith Moyer's "Step-by-Step Guide to Oral History" at: http://www.dohistory.org/on_your_own/toolkit/oralHistory.html</p>
Tue	Oct 6	Contested Authority	<ul style="list-style-type: none"> Gary Nash, et al, <i>History on Trial: Culture Wars and the Teaching of the Past</i> (chs 1, 5, 7-10) this book is available electronically on the UMass catalog) Berlin, Nash, Melish and Pitcaithley essays in Horton and Horton, <i>Slavery and Public History: The Tough Stuff of American Memory</i> "Introduction," and "Anatomy of a Controversy," Edward T. Linenthal and Tom Engelhard, eds., <i>History Wars: the Enola Gay and Other Battles for the American Past</i> (Holt, 1996), pp. 1-62. <p>ASSIGNMENT: Create a table with a row dedicated to each of today's SIX readings. Your columns will be: 1) key stakeholders, 2) turning points, 3) lessons learned, and 4) "In this text, the author's main argument is:"</p>
Tue	Oct 13	NO CLASS	COLUMBUS DAY – FOLLOW MONDAY SCHEDULE
Tue	Oct 20	Public Policy	<ul style="list-style-type: none"> Richard E. Neustadt and Ernest R. May, <i>Thinking in Time: The Uses of History for Decision Makers</i> Victoria Hardin, "What Do Federal Historians Do?," <i>Perspectives</i> 1999 (http://www.historians.org/Perspectives/Issues/1999/9905/9905pub4.cfm) John Hope Franklin, "The Historian and Public Policy," <i>History Teacher</i>, Vol. 11, No. 3 (May 1978), pp. 371-91. James McCurley III, "The Historians' Role in the Making of Public Policy," <i>Social Science History</i>, Vol. 3, No. 2 (Winter, 1979), pp. 202-207 Hugh Davis Graham, "The Stunted Career of Policy History," <i>Public Historian</i> Vol.15, No. 2 (Spring 1993), pp. 15-37. Philip M. Teigen, "A Kindly, Useful Mentor": Applying the History of Medicine to Public Policy," <i>Journal of the History of Medicine and Allied Sciences</i>, Vol 53, No. 3 (1999), pp. 353-363. <p>Please browse these websites:</p> <ul style="list-style-type: none"> Morgan, Angel & Associates (http://www.morganangel.com/energy.html) Public Health Service Historian (http://lhncbc.nlm.nih.gov/apdb/phsHistory/) The Historian for the U.S. Senate http://www.senate.gov/artandhistory/history/common/generic/Senate_Historical_Office.htm And the Society for History in the Federal Government (http://shfg.org)

Tue	Oct 27	Politics of Museum Interpretation Guest Speakers: Joshua Lane and William Flynt	Field trip to Historic Deerfield. MEET AT THE FLYNT CENTER <ul style="list-style-type: none"> • Patricia West, <i>Domesticating History</i> (Intro + chapters on Mount Vernon and Alcott House) • Henry Flynt, <i>Introduction, Frontier of Freedom</i> (Hastings House, 1952). • Harold Skramsted, “An Agenda for American Museums in the Twenty-First Century” <i>Daedalus</i> (Summer 1999),109-129. • Stephen E. Weil, “From Being about Something to being for Somebody: The Ongoing Transformation of the American Museum,” <i>Daedalus</i> (Summer 1999),109-129.229-258. <p>Browse website: “Great Places, Great Debates; Opening Historic Sites to Civic Engagement” http://www.nps.gov/nero/greatplaces/indexgreatplaces.htm And browse the websites for the Lower East Side Tenement Museum http://www.tenement.org AND International Coalition of Historic Site Museums of Conscience (http://www.sitesofconscience.org) including 2003 Conference Report.</p> <p>ASSIGNMENT: Write a 1200-word review of a traditional museum exhibit or historic house museum tour. Use JAH or other exhibit review for your model.</p>
Tue	Nov 3	Digital History & New Media Guest Speaker: Dave Hart	<ul style="list-style-type: none"> • Daniel Cohen and Roy Rosenzweig, <i>Digital History: A Guide</i> On-line book: http://chnm.gmu.edu/digitalhistory/ • Browse Cohen’s Digital Humanities blog at http://www.dancohen.org and Tom Scheinfeld’s Blog at http://foundhistory.org • Browse the Tools and Projects sections of the Center for History and New Media: http://chnm.gmu.edu. • The American Association for History and Computing (http://www.theahc.org/cfp.htm) • Maine Memory Network http://www.mainememory.net/ • Many Stories of 1704 (http://www.1704.deerfield.history.museum/) • Do History (www.dohistory.org) <p>ASSIGNMENT: Find an example of an innovative Web-based project that deploys historical insight in new ways to new audiences and write a 1200-word review of it. Come to class ready to walk us through it.</p>
Fri	Nov 6	GUEST	Tom Scheinfeld from the Center for History and New Media will be giving a special talk in Herter 601 on the state of the field – Digital History and the Public Historian
Tue	Nov 10	Who Controls the Past? Donors and the Ethics of Collecting	Field Trip to the University of Massachusetts Archives and Special Collections Host: Rob Cox, Director <ul style="list-style-type: none"> • Karen Benedict, <i>Ethics and the Archival Profession</i> (excerpts) • “A Code of Ethics for Archivists with Commentary,” SAA (http://www.archivists.org/governance/handbook/app_ethics.asp) • “Guidelines for Museums on Developing and Managing Individual Donor Support” (AAM) (http://www.aam-us.org/museumresources/ethics/indiv_support.cfm) • International Council of Museums Code of Professional Ethics (ICOM) • Steven L. Hensen, “The President’s Papers Are the People’s Business,” <i>Washington Post</i>, 16 December 2001. <p>Browse website of the Society of American Archivists: http://www.archivists.org.</p>

Tue	Nov 17	Show Me the Money! Integrity, Interpretation, and Cold Hard Cash	<ul style="list-style-type: none"> • Daniel Penrice, "Can this Museum be Saved?" Parts I & II and associated links, <i>Common-Place</i> (vol. 3 no. 1 October 2002) • http://www.common-place.org/vol-03/no-01/penrice/index.shtml • Joe Pratt, "Warts and All?: An Elusive Balance in Contracted Corporate Histories about Energy and Environment" <i>The Public Historian</i>, Winter 2004, Vol. 26, No. 1, pp. 21-40. • James C. Rees, "Forever Changing, Forever the Same: The Dilemma Facing Historic Houses" American House Museums in the 21st Century, An Athenaeum of Philadelphia symposium, December 1998. http://www.philaathenaeum.org/hmuseum/rees.htm • "Is There Enough History to Go Around?" <i>HistoryNews</i> (Winter 1996)
Tue	Nov 24	History, Integrity, and Marketable Assets: Historical Preservation	<ul style="list-style-type: none"> • Page and Mason, eds., <i>Giving Preservation a History</i> (essays by Page, Lowenthal, Greenfield, Wilson & Morley) • Mason, et al, <i>Economic and Heritage Conversation</i> (proceedings of a meeting organized by the Getty Conversation Institute, 1998): http://www.getty.edu/conservation/publications/pdf_publications/econrpt.pdf • Marla Miller and Anne Digan Lanning, "Common Parlors: Women and the Recreation of Community Identity in Deerfield, Massachusetts, 1870-1920," <i>Gender and History</i> (1994), 435+ <p>Also, please review the below:</p> <ul style="list-style-type: none"> • Donovan D. Rypkema, <i>The Economics of Preservation: A Community Leader's Guide</i> (NTHP) • "Know-How #3: What You Need to Know About Listing on the National Register (MHC) • "Preservation Through By-Laws and Ordinances" (MHC, 1999) • "Local Historical Commissions Summary" (MHC) <p>Recommended: Michael Wallace, "Preserving the Past: A History of Historic Preservation in the U.S." and "Preservation Revisited," in <i>Mickey Mouse History</i>.</p>
Tue	Dec 1	Heritage Tourism	<ul style="list-style-type: none"> • Cathy Stanton, <i>The Lowell Experiment</i> • Browse website: http://www.nationaltrust.org/heritage_tourism/ (especially "Getting Started," "Benefits" and "Success Stories.") • "Heritage Tourism and the Federal Government" (http://www.achp.gov/heritagetourismsummit.pdf) • "Alternative Enterprises; Heritage Tourism: How to Use your Land's Legacy to Benefit the Public and Boost your Bottom Line" http://www.nrcs.usda.gov/technical/RESS/altenterprise/info_heritage.pdf <p>ASSIGNMENT: Write an 800-word, AHA-style review of <i>The Lowell Experiment</i>.</p>
Tue	Dec 8	Class Conference	FINAL PAPERS DUE!