REQUIREMENTS
In addition to participation in class, each student will be responsible for leading one or more
class discussions (including reading and reporting on one or more of the additional
supplementary readings, chosen in consultation with the instructor). **Please note there is a
reading assignment for the first class. Please come to the class prepared to discuss the
readings.**

Students also are responsible for a final research paper (approximately 30 pages) that
describes and analyzes how a particular topic or issue in history has been interpreted and
presented in a variety of public history formats. The paper will be due on December 9 at the
last class, with a one-page précis due on November 4. For the last class session, each student
also will prepare and present a brief (10-15 minutes) presentation of their paper’s research and
conclusions.

1. INTRODUCTION (Sept. 3)
**Assigned Reading:**
- Michel-Rolph Trouillot, “Goodbye Columbus,” in *Silencing the Past: Power and the Production
- Samuel Wineburg, “Historical Thinking and Other Unnatural Acts,” in *Historical Thinking and

**Supplementary reading:**

2. INSTITUTIONS AND CONSTITUENCIES (Sept. 10)
**Assigned reading:**
- Ari Kelman, *A Misplaced Massacre: Struggling Over the Memory of Sand Creek* (Harvard

**Supplementary reading:**

**Guest speaker:** Sarah Henry, Museum of the City of New York
3. INSTITUTIONS AND AUDIENCES (Sept. 17)

Assigned Reading:

Supplementary reading:
• Tammy S. Gordon, Private History in Public: Exhibition and the Settings of Everyday Life (2010).

4. THE POLITICS OF COMMEMORATION (Sept. 30)

Assigned Reading:
• Mike Wallace, Mickey Mouse and Other Essays on American Memory (Temple University Press, 1996). – “The Battle of the Enola Gay”

Supplementary reading:
• Edward T. Linenthal and Tom Engelhardt, eds., History Wars: The Enola Gay and Other Battles for the American Past (Henry Holt, 1996).

5. NARRATIVE AND ANALYSIS 1 (Oct. 7)

Assigned Reading:

Supplementary reading:
• additional reading TBA

**Guest speaker:** Marci Reaven, New-York Historical Society

6. NARRATIVE AND ANALYSIS 2 (Oct. 14)

Assigned Reading and Viewing:
• A Midwife’s Tale (Blueberry Hill Productions, 1998)
• Life and Times of Rosie the Riveter (Clarity Films, 1980)
• Eyes on the Prize episode 7: “The Keys to the Kingdom” (Blackside, 1990)

Supplementary reading:

7. PRESENTATION – VISUALIZATION (Oct. 21)
Assigned Reading:
• Scott McCloud, Understanding Comics: The Invisible Art (William Morrow, 1994). – excerpts TBA

Supplementary reading:
• Kristen Nawrotzki; Jack Dougherty, eds., Writing History in the Digital Age (2013): John Theibault, “Visualizations and Historical Arguments;” Stephen Robertson, “Putting Harlem on the Map”: http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8/—writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;x.c=1#8.1

**Guest speaker: Josh Brown, American Social History Project

8. CASE STUDY: SLAVERY (Oct. 28)
Assigned Reading:

Supplementary reading:
• Kristin L. Gallas, James DeWolf Perry, Interpreting Slavery at Museums and Historic Sites blog: http://www.interpretingslavelife.com/
9. INTERPRETING PLACE 1 (Nov. 4)
Assigned Reading:

Supplementary reading:
• Mike Wallace, “Preserving the Past: A History of Historic Preservation in the United States,” in Mickey Mouse History and Other Essays on American Memory, 177-221.

10. INTERPRETING PLACE 2 (Nov. 11)
Assigned Reading:

Supplementary reading:

11. DIGITAL HISTORY AND THE PUBLIC (Nov. 18)
Assigned Reading and Digital Projects:
• Visualizing 19th Century New York (http://visualizingnyc.org/)
• The Lost Museum (http://lostmuseum.cuny.edu/)
• The U.S. Dakota War of 1862 (http://www.usdakotawar.org/)
• The Roaring Twenties (http://vectorsdev.usc.edu/NYCsound/777b.html)
• Visualizing Emancipation (http://dsl.richmond.edu/emancipation/)

Supplementary reading and digital projects:
• Steve Brier and Joshua Brown, “The September 11 Digital Archive Saving the Histories of September 11, 2001” Radical History Review (Fall 2011), 101-09.
• Two Plantations (http://twoplantations.com/)
• Slave Revolt in Jamaica (http://revolt.axismaps.com/index.php)

*Guest speaker: Ellen Noonan, American Social History Project

12. EVALUATING EXHIBITS (Nov. 25)

Required exhibits at Museum of the City of New York:
• Activist New York
• Folk City: New York and the Folk Music Revival

13. GAMES (Dec. 2)

Assigned Reading and Playing:
• Kristen Nawrotzki; Jack Dougherty, eds., Writing History in the Digital Age (2013): Laura Zucconi, Ethan Watrall, Hannah Ueno, and Lisa Rosner, “Pox and the City: Challenges in Writing a Digital History Game”: http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8/--writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#8.1

Mission US (www.mission-us.org)
Pox and the City (http://loki.stockton.edu/~games/PoxFinal/Pox.html)

Supplementary reading and playing:
• Play the Past blog (playthepast.org)
• Past Present (http://pastpresent.muzzylane.com/)
• Jewish Time Jump (http://www.converjent.org/jewish-time-jump-new-york_page/)

*Guest speaker: Leah Potter, Electric Funstuff

14. PRESENTATION OF STUDENT CASE STUDY PROJECTS (see requirements) (Dec. 9)