

Hist 75000
SEMINAR ON PUBLIC HISTORY
Professor Andrew Robertson
Wednesday 4:15-6:15
Office Hours:
Wednesday 3:00-4:00

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 12 at the last class, with a one-page précis due on November 7. 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 (Aug. 29)

Assigned Reading:

- Michel-Rolph Trouillot, "Goodbye Columbus," in *Silencing the Past: Power and the Production of History* (Beacon Press, 1995), 108-153.
- Samuel Wineburg, "Historical Thinking and Other Unnatural Acts," in *Historical Thinking and Other Unnatural Acts* (Temple University Press, 2001).
- Ronald J. Grele, "Whose History? Whose Public? What is the Goal of a Public Historian?," *The Public Historian* (Winter 1981), pp. 40-48.

Supplementary reading:

- Denise Meringolo, *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History* (2012).

2. INSTITUTIONS AND CONSTITUENCIES (Sept. 12)

Assigned reading:

- Ari Kelman, *A Misplaced Massacre: Struggling Over the Memory of Sand Creek* (Harvard University Press, 2013).

Supplementary reading:

- Catherine M. Lewis, *The Changing Face of Public History: The Chicago Historical Society and the Transformation of an American Museum* (2005).
- Adam Gopnik, "Stones and Bones: Visiting the 9/11 Memorial and Museum," *The New Yorker* (July 7, 2014): <http://www.newyorker.com/magazine/2014/07/07/stones-and-bones>

3. INSTITUTIONS AND AUDIENCES (Sept. 26)

Assigned Reading:

- Bill Adair, Benjamin Filene, and Laura Koloski, eds., *Letting Go? Sharing Historical Authority in a User-Generated World* (Pew Center for Arts & Heritage, 2011). – “Introduction,” section on “Throwing Open the Doors: Communities as Curators”
- Steven Burg, “From Troubled Ground to Common Ground: The Locust Grove African-American Cemetery Restoration Project: A Case Study of Service Learning and Community History,” *The Public Historian* 30 (May 2008): 51-82.

Supplementary reading:

- Tammy S. Gordon, *Private History in Public: Exhibition and the Settings of Everyday Life* (2010).
- Cathy Stanton, *The Lowell Experiment: Public History in a Postindustrial City* (2006).

4. THE POLITICS OF COMMEMORATION (Oct. 3)

Assigned Reading:

- Gary Nash, Charlotte Crabtree, and Ross Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (Vintage Books, 2000).
- Mike Wallace, *Mickey Mouse and Other Essays on American Memory* (Temple University Press, 1996). – “The Battle of the Enola Gay”
- Edward T. Linenthal, “The Little Bighorn” in *Sacred Ground: Americans and Their Battlefields* (University of Illinois Press, 1993)

Supplementary reading:

- Amy Bass, *Those About Him Remained Silent: The Battle over W. E. B. DuBois* (2012).
- Edward T. Linenthal and Tom Engelhardt, eds., *History Wars: The Enola Gay and Other Battles for the American Past* (Henry Holt, 1996).
- Robert J. Cook, *Troubled Commemoration: The American Civil War Centennial, 1961-1965* (2007)

5. NARRATIVE AND ANALYSIS 1 (Oct. 10)

Assigned Reading:

- Leslie Bedford, *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences* (Left Coast Press, 2014).

Supplementary reading:

- Richard Rabinowitz, “Eavesdropping at the Well: Interpretive Media in the Slavery in New York Exhibition,” *Public Historian* 35:3 (Summer 2013): 8-45.
- additional reading TBA

6. NARRATIVE AND ANALYSIS 2 (Oct. 17)

Assigned Reading and Viewing:

- John Sayles, *Seeing in Pictures: The Making of the Movie Matewan* (1987; new ed., Da Capo, 2003).

- *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:

- Stephen Brier, "A History Film Without Much History," *Radical History Review* 41 (1988): 120-28.
- Jill Godmilow and Ann-Louise Shapiro, "How Real is the Reality in Documentary Film?," *History and Theory* 36:4, (December 1997): 80-101.
- Matthew Avery Sutton, "Crashing into Public History with Aimee Semple McPherson," *The Public Historian* 29:4 (Fall 2007): 35-44.

CHECK-IN WITH PROFESSOR ROBERTSON ABOUT TOPICS

7. PRESENTATION – VISUALIZATION (Oct. 24)

Assigned Reading:

- Scott McCloud, *Understanding Comics: The Invisible Art* (William Morrow, 1994). – Chapter 2 "The Vocabulary of Comics," pp. 24-59 and Chapter 4, "Time Frames," pp. 94-117.
- Tessa Morris-Suzuki, "Angles of Vision: Comic-Book Histories," in *The Past within Us: Media, Memory, History* (Verso, 2005).
- Joshua Brown, "Visualizing the Nineteenth Century: Notes on Making a Social History Documentary Film," *Radical History Review* 38 (1987): 115-25.
- Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History* (2011).

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;xc=1#8.1>
- Chester Brown, *Louis Riel: A Comic Strip Biography* (2006).
- Jonathan Fetter-Vorm and Ari Kelman, *Battle Lines: A Graphic History of the Civil War* (2015).
- Joe Sacco, *The Great War: July 1, 1916: The First Day of the Battle of the Somme* (2013).

8. CASE STUDY: SLAVERY (Oct. 31)

Assigned Reading:

- Marcus Wood, *The Horrible Gift of Freedom: Atlantic Slavery and the Representation of Emancipation* (University of Georgia Press, 2010). – Chapters 6-7.
- Richard Handler and Eric Gable, "Social History on the Ground," from *The New History in an Old Museum: Creating the Past at Colonial Williamsburg* (Duke University Press, 1997), 103-24.
- *Africans in America: America's Journey through Slavery* (1998). – Episode 1 "The Terrible Transformation" (<https://www.youtube.com/watch?v=ak1SIHjFBbU>)

Supplementary reading:

- James Oliver Horton and Lois E. Horton, eds., *Slavery and Public History: The Tough Stuff of American Memory* (2011).

- Kristin L. Gallas, James DeWolf Perry, *Interpreting Slavery at Museums and Historic Sites* blog: <http://www.interpretingslavelife.com/>
- “Ask a Black Reenactor” Youtube videos

9. INTERPRETING PLACE 1 (Nov. 7)

Assigned Reading:

- Amy Tyson, *The Wages of History: Emotional Labor on Public History's Front Lines* (University of Massachusetts Press, 2013).

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.
- Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (2nd ed., 1997).

10. INTERPRETING PLACE 2 (Nov. 14)

Assigned Reading:

- Sarah Nuttall and Carli Coetzee, eds., *Negotiating the Past: The Making of Memory in South Africa* (Oxford University Press, 1998). – Part 3 “Museums, Memorials, and Public Memory”
- Catherine M. Cameron and John B. Gatewood, “Excursions into the Remember`ed Past: What People Want from Visits to Historical Sites,” *The Public Historian* 22:3 (Summer 2000): 107-127.
- Benjamin Filene, “Case Study: Make Yourself at Home - Welcoming Voices in 'Open House: If These Walls Could Talk'” in Bill Adair, Benjamin Filene, and Laura Koloski, eds., *Letting Go? Sharing Historical Authority in a User-Generated World* (Pew Center for Arts & Heritage, 2011).

Supplementary reading:

- Tiya Miles, *The House on Diamond Hill: A Cherokee Plantation Story* (2010).
- Gareth Hoskins, “A Place to Remember: Scaling the Walls of Angel Island Immigration Station” *Journal of Historical Geography* 30:4 (October 2004): 685-700.
- Michael Frisch, “Audience Expectations as Resource and Challenge: Ellis Island as Case Study,” in Frisch, *A Shared Authority: Essays on the Craft and Meaning of Public History* (1990).

11. DIGITAL HISTORY AND THE PUBLIC (Nov. 21)

Assigned Reading and Digital Projects:

- Stephen Robertson, “The Differences between Digital History and Digital Humanities” – <http://drstephenrobertson.com/blog-post/the-differences-between-digital-history-and-digital-humanities/>
- _____, “CHNM’s Histories: Digital History & Teaching History – <http://drstephenrobertson.com/blog-post/digital-history-teaching-history/>
- Sharon Leon, “21st Century Public History” (2010):
 1. Digital Public History and How People Learn – <http://www.6floors.org/bracket/2010/04/21/21st-century-public-history-part-i/>
 2. Digital Public History and Traditional Narrative Exhibits – <http://www.6floors.org/bracket/2010/04/23/21st-century-public-history-part-ii/>

3. Digital Public History and Knowledge Creation –

<http://www.6floors.org/bracket/2010/05/13/21st-century-public-history-part-iii/>

- 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:

- Introduction and chapter 1, Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2005): <http://chnm.gmu.edu/digitalhistory/>
- Nancy Proctor, “Digital: Museum as Platform, Curator as Champion, in the Age of Social Media,” *Curator* 53:1 (January 2010): 35-43.
- 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>)

12. EVALUATING EXHIBITS (Nov. 28)

Required exhibits at Museum of the City of New York:

- Activist New York
- Rebel Women

13. GAMES (Dec. 5)

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:

- Claudio Fogu, “Digitalizing Historical Consciousness,” *History and Theory*, Vol. 48, No. 2, (May, 2009), pp. 103-121.
- 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/)

14. PRESENTATION OF STUDENT CASE STUDY PROJECTS (see requirements) (Dec. 12)

