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:

Supplementary reading:

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:
3. INSTITUTIONS AND AUDIENCES (Sept. 26)

Assigned Reading:

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

4. THE POLITICS OF COMMEMORATION (Oct. 3)

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. 10)

Assigned Reading:

Supplementary reading:
• additional reading TBA

6. NARRATIVE AND ANALYSIS 2 (Oct. 17)

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:**

**CHECK-IN WITH PROFESSOR ROOBERTSON ABOUT TOPICS**

**7. PRESENTATION – VISUALIZATION (Oct. 24)**

**Assigned Reading:**

**Supplementary reading:**
  [http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8?g=dculture;rgn=div1;view=fulltext;xc=1#8.1](http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8?g=dculture;rgn=div1;view=fulltext;xc=1#8.1)

**8. CASE STUDY: SLAVERY (Oct. 31)**

**Assigned Reading:**

**Supplementary reading:**
• “Ask a Black Reenactor” Youtube videos

9. INTERPRETING PLACE (Nov. 7)
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. 14)
Assigned Reading:

Supplementary reading:

11. DIGITAL HISTORY AND THE PUBLIC (Nov. 21)
Assigned Reading and Digital Projects:
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:
- 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:
- 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)