

Welcome to Issues in Public History. Historians play a vital role in creating an engaged and informed citizenry. This seminar provides an in-depth examination of the opportunities, issues, and controversies that arise for historians and the public in settings such as historic sites, museums, and archives, and in the digital realm. The seminar also serves as an introduction to research in public history, a field of scholarship with local, national, and global dimensions.

Some initial questions and goals for the seminar (which we will continue to develop):

- ***What's happening in the field?*** Through case studies, we will gain an understanding of the opportunities, challenges, and controversies that arise for historians and the public in settings such as historic sites, museums, archives, and related digital history initiatives.
- ***How do public historians navigate the local, the national, the global, and the virtual?*** We will seek to understand the multiple dimensions of public history practice and scholarship.
- ***Where do you stand?*** We will identify and develop positions on issues and practices at the forefront of the field of public history, including the role of scholarship, approaches to civic engagement, and the impact of digital technologies.
- ***How can you build your professional network?*** We will interact with the community of dedicated public history professionals who create opportunities for a variety of audiences to gain a deeper, more engaged understanding of history.
- ***What are the research opportunities?*** We will become acquainted with the methods of public history research and interpretation, including digital tools.
- ***What is your path to the future?*** We will develop principles for future practice or engagement with the field.

Requirements (for instructions for writing assignments, see the end of the syllabus):

Attendance, thorough preparation, and active, substantive participation. These are essential for a successful seminar at the graduate level.

Public History Year in Review (paper due October 6): Each seminar participant will write a newsletter-style article of approximately 1,000 words based on an interview and site visit with a public history professional in our area. Each will be posted online on the Public History Year in Review website (built in WordPress; training will be provided). <http://phyearbook.wordpress.com>

Public History Issue Paper (due December 15): Based upon the Public History Year in Review assignment, each participant will identify an issue for further investigation and read deeply in the scholarship related to that issue. The products of this work will be a bibliography; oral presentation of the case at the end of the semester; and a 10-page paper communicating to public history colleagues the state of scholarship on the issue and examples of related public history practice.

Public History Opportunities Survey: Each participant will survey one online jobs-posting site in the field and enter data about current job postings into a collaborative Google-doc spreadsheet. From this, we will draw conclusions about career trends and opportunities. **Discussion of findings, December 8.**

Books (in the order we will use them; all have been ordered through the campus bookstore, but it's wise to check well in advance of your need for the book):

- Cauvin, *Public History: A Textbook of Practice* (Routledge) Linenthal and Engelhardt, *History Wars* (Holt)
- Hamer, *History in Urban Places: The Historic Districts in the United States* (Ohio State University Press)
- Horton, *Slavery and Public History* (University of North Carolina Press)
- Sergel, *See You in the Streets* (University of Iowa Press)
- Hufbauer, *Presidential Temples* (University Press of Kansas)
- Phillips and Reyes, *Global Memoryscapes: Contesting Remembrance in a Transnational Age* (University of Alabama Press)

Policies & Procedures

Grades will be weighted as follows: 20% for Year in Review assignment; 50% for Issue Paper; 30% for participation (defined as thorough preparation, collegial teamwork, leadership, and any class-related activity other than the two written assignments). Regular attendance is assumed; absence from more than two classes will result in a reduction of participation grade to C (three absences) or F (four or more).

Rutgers Graduate Grade Definitions:

A	Outstanding
B+	
B	Good
C+	
C	Satisfactory
F	Failing

Communication: E-mail is welcome; write to cmires@camden.rutgers.edu. Please check your own Rutgers e-mail regularly. Please also check in advance before sending attachments of documents; printouts are preferred unless specified otherwise in assignment instructions.

Voice messages: call 856-225-6069.

Office hours: Regular office hours are held in 325 Cooper Street, Room 101 (in MARCH, the Mid-Atlantic Regional Center for the Humanities – just knock on the front door to the building). Tuesdays and Thursdays from 2 to 4 p.m.; other times as needed for projects; and by appointment. (No conferences between 5-6 p.m. on Tuesdays and Thursdays, please.) Brief consultations also available after class until 9 p.m.

Electronic devices: Bring them, use them, but please keep your attention and activity focused on what is happening in class.

Inclement weather: Rutgers rarely closes due to severe weather, but if this occurs an announcement will be posted on the campus website 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).

Schedule

Weekly:

- For the purpose of networking, we will often begin class with a visit from a recent M.A. graduate or advanced graduate working in the public history field.
- We will discuss current events or experiences related to public history. Be alert for history-related issues in the news. Another good way to keep up with the field is to follow the History @ Work blog: <http://ncph.org/history-at-work/>.

Site visits

- **Before October 6**, visit the President's House site and Liberty Bell Center, 6th and Market Streets, Philadelphia.
- **Before December 1**, visit Eastern State Penitentiary, 2027 Fairmount Avenue, Philadelphia, especially the "Prisons Today" exhibit.

Date	Reading	Deadlines	Events of interest (optional/recommended)
9/8	<p>Introduction Public history as process; public historians as mediators.</p> <p>Cauvin, <i>Public History: A Textbook of Practice</i> (Routledge)</p>		
9/15	<p>Issue: Scholarship in (and out of) Public View Case Study: The Smithsonian and the Enola Gay</p> <p>Linenthal and Engelhardt, <i>History Wars</i> (Holt)</p> <p>In class: We will collaborate to identify key points of decision making and the roles of stakeholders.</p>	Start on Year in Review assignment by contacting a source and setting up an interview.	Thursday and Friday this week, MARCH will host a livestream of sessions from the American Association for State and Local History conference. Information will be posted on Sakai.
9/22	<p>Issue: Competing Values of History in Urban Environments Case Study: Jewelers Row, Philadelphia</p> <p>Attend: Public program at Philadelphia History Museum, 15 S. 7th Street, Philadelphia (one block from PATCO stop at 8th and Market). Begins at 5:30 p.m.</p> <p>Hamer, <i>History in Urban Places</i> (Ohio State University Press) – for discussion next week.</p>	Conduct Year in Review interview/site visit.	

9/29	<p>Issue: History, Memory, and Civic Engagement</p> <p>David Glassberg, “Public History and the Study of Memory,” <i>The Public Historian</i> (Spring 1996): 7-23. JSTOR.</p> <p>Charlene Mires, Introduction to <i>Independence Hall in American Memory</i> (pp. vi-xviii) on SAKAI.</p> <p>Civic Engagement Practices National Park Service, “Stronger Together: A Manual on the Principles and Practices of Civic Engagement.” Online PDF: http://www.nps.gov/civic/resources/CE_Manual.pdf</p>	Conferences to discuss topics for Public History Issue paper.	
10/6	<p>Issue: Professional Presence and Practice in a Digital Age</p> <p>First hour of class: Meet in Digital Studies Center ModLab, Fine Arts Building, room 215. Prepare for this meeting by selecting a public history organization and examining its website and social media strategies.</p> <p>Remainder of class: WordPress training to prepare for adding Year in Review assignments to website.</p> <p>End of class: Introduction to President’s House case study.</p>	<p>Year in Review assignment is due. Submit printout and upload a copy to your Sakai dropbox. (WordPress training conferences to be scheduled as papers reach readiness for publication.)</p> <p>Sometime before this class, visit President’s House and Liberty Bell Center.</p>	<p>Oct. 7: THATCamp Philly (free digital humanities training!) https://thatcampphilly.org/</p> <p>Archives Month Philly, throughout October: http://archivesmonthphilly.com/</p>
10/13	<p>Issue: Race and Public History</p> <p>President’s House Digital Case Study, Step 2: Research (SKIM the article): http://www.independencehall-americanmemory.com/teaching-guides/teaching-guide-public-history/presidents-house-case-study/</p> <p>In class, we will work through additional steps in the case study. Finish on your own, then add a comment at the end of Step 9.</p>	<p>Preliminary bibliography for issue paper is due.</p>	

10/20	<p>The President's House in Context</p> <p>Discussion of case study and:</p> <p>Horton, <i>Slavery and Public History</i> (University of North Carolina Press) – Intro and selected chapters.</p> <p>“ ‘Ask a Slave’: A Frontline Fantasy?” blog post with commentary and videos http://publichistorycommons.org/ask-a-slave/</p>		<p>Oct 22: Mid-Atlantic Association of Museums conference, Wilmington Delaware. http://www.midatlanticmuseums.org/annual-meeting.html</p>
10/27	<p>Issue: Communicating History</p> <p>Choose one book from the <i>Interpreting History</i> series of the American Association for State and Local History.</p>	<p>Begin PH opportunities survey</p>	
11/3	<p>Issue: History and the Arts – Better Together?</p> <p>Case Study: Triangle Shirtwaist Fire Site</p> <p>Sergel, <i>See You in the Streets</i> (University of Iowa Press).</p>		<p>Nov. 3-5: Mid-Atlantic Popular/American Culture Assn Conference, Atlantic City https://mapaca.net/conference</p>
11/10	<p>Issue: Politics and Public History</p> <p>Hofbauer, <i>Presidential Temples</i> (University Press of Kansas)</p>		
11/17	<p>Issue: Impacts of Tourism</p> <p>Select a book from a provided list.</p>	<p>Report to the class on your selected book and share a related tourism promotion website.</p>	<p>Nov. 19: Disability History conference, on our campus; will include public history workshop.</p> <p>Nov. 18-19: New Jersey History Forum, Morristown National Historical Park https://morristourism.org/events/2016-new-jersey-forum</p>

11/22	(Week of Thanksgiving – conferences instead of class.)	Optional drafts of Issues Paper are due this week, no later than Tuesday.	
12/1	Issues: Global Reach and Social Justice Phillips and Reyes, <i>Global Memoryscapes: Contesting Remembrance in a Transnational Age</i> (selected chapters). One essay of your choice from: Sites of Conscience – special issue of <i>The Public Historian</i> (Vol. 30, No. 1, February 2008). JSTOR.	December 1: Stop opportunities survey.	
12/8	Project presentations (last night of class)	First part of class: Discussion of findings from opportunities survey.	

Final papers are due Monday, December 15 (time and place to be determined). Submit two copies. If you would like your paper back with comments, please provide a stamped, self-addressed envelope that is large enough to mail your paper back to you.

TOPICS FOR PUBLIC HISTORY YEAR IN REVIEW

Examples (choose from these or develop your own; your work must include a site visit and a conversation with a public history professional).

- Opening of new Camden Maritime and Shipyard Museum.
- Election-themed exhibits and programs at National Constitution Center.
- Political conventions exhibit at Union League of Philadelphia.
- Challenge to Frank Rizzo statue by Black Lives Matter.
- “Elephants on the Avenue” project about race, class, and community in Germantown section of Philadelphia.
- Recovery and restoration of portrait gallery in Second Bank of the United States following fire (National Park Service)
- Artist-embedded project at the Historical Society of Pennsylvania.
- “Prison Today” exhibit about contemporary prison issues at Eastern State Penitentiary Historic Site.
- Digital project based at Villanova University connects collections about the region’s experience in World War I.
- Digital/documentary project based at West Chester University commemorates centennial anniversary of the Great Migration of African Americans from the South.
- Environmental/history interpretation plans for Petty’s Island in Delaware River (state project; local activists).

- Graduate of Rutgers-Camden M.A. program is the archivist for the Philadelphia Seaport Museum.
- Graduate of Rutgers-Camden M.A. program is curator of the Wells Fargo Museum in Philadelphia.
- What's new at [museum, archive, or historic site of your choice].

PAPER INSTRUCTIONS

Public History Year in Review (1,000 words, due October 6).

The purpose of this assignment is to help you become acquainted with public history professionals and organizations and to create a record of public history activities in our region.

First steps / Research: Select a topic and make an appointment to visit your contact person at his or her workplace for a short interview and site visit prior to the end of September. Before you go, visit the organization's website and become familiar with its history, mission, and current activities. Also conduct a web search for any recent news coverage or information about the person you are going to interview. Develop a list of questions for the interview.

Writing: This paper should be suitable for publication in a newsletter and online for a general audience. The style should be factual and nonjudgmental. In the form of a news article, the first paragraph should summarize the most important information (who, what, where, and when -- perhaps also how and why).

Sources / Citations: In keeping with newsletter style, this paper will not have footnotes or a bibliography. Instead, create links in the text to relevant online materials, such as organization websites.

Submission: Submit a printout of your paper in class, and then also upload the same as a Word document into your "dropbox" on our class Sakai site. This will allow for editing before publication.

Publication: After editing, you will publish your article on the Public History Year in Review website (a WordPress site – training will be provided).

Grades: The grades on this paper will be based on quality of information, accuracy, and writing clarity and correctness. Grades will be assigned based on the submitted paper. (As needed, additional editing will be provided prior to publication.)

Public History Issue Paper (10 pages plus notes and bibliography. Bibliography due October 13; optional draft due before Thanksgiving; final paper due December 15).

The purpose of this paper is to move from the topic of your Year in Review article to investigate a related issue in public history through published scholarship. Examples of issues include a

challenge, controversy, or transformation occurring in the field of public history; a type of project or public history setting; a subject of historic interpretation; or a management issue.

This paper is a work of scholarship, similar to the articles you will find in history journals such as *The Public Historian*. Through this paper, you will gain practice in analyzing and synthesizing scholarship and presenting it to professional colleagues.

First steps: Identify an issue to investigate that is related to your Year in Review paper. Create a bibliography of at least ten scholarly books and articles. In addition to books, include all relevant articles you can find in *The Public Historian*, which is the leading journal in the field of public history.

Research: Read all of the books and articles in your bibliography thoroughly, taking note of each author's arguments, the relevance of each reading to the issue you are investigating, and the ways in which the readings relate to each other. Also take note of examples of public history practice related to the issue. To understand how historians do research and how they relate to each other, make sure to read footnotes as well as the text.

Writing: For this paper, consider your audience to be fellow public history professionals who desire a deeper understanding of the issue you are investigating. They are counting on you to brief them on the scholarship related to the issue and to let them know about examples of practice (which may include the example from your Year in Review assignment).

The introduction of the paper should identify the research problem (the issue you have investigated) and state an argument (a summary of your understanding of the issue based on your reading of the scholarship).

The body of the paper should support the argument in the introduction with a series of related ideas, supported by evidence drawn from your reading. Do not simply summarize each book and article separately. (We will talk more about this in class.)

Within the body of the paper, describe examples of the ways in which the issue is being dealt with in at least three public history settings (which may include the example you started with in the Year in Review assignment).

Sources / Citations: This paper requires footnotes or endnotes and a bibliography in Chicago style (based on *The Chicago Manual of Style*, which is abridged in Turabian, *Manual for Writers...*, and Rampolla, *A Pocket Guide to Writing in History*). Precision is important.

Submission: Submit two printouts of the paper.

Grades: Grades on this paper will be based on depth of understanding of scholarship; synthesis of information from a variety of sources; connection of scholarship with examples of practice; argumentation; accuracy; writing clarity and correctness; and correct citation.

Some starting points for plugging in to the public history community:

National Council on Public History

Website: <http://ncph.org/cms/>

Twitter: <https://twitter.com/ncph> (@ncph)

Facebook: <https://www.facebook.com/nationalcouncilonpublichistory>

American Association of State and Local History (AASLH)

Website: <http://www.aaslh.org/>

Twitter: <https://twitter.com/AASLH> (@aaslh)

Facebook: <https://www.facebook.com/AASLH>

American Association of Museums

Website: <http://www.aam-us.org/>

Twitter: <https://twitter.com/aamers> (@aamers)

Facebook: <https://www.facebook.com/americanmuseums>

Mid-Atlantic Regional Center for the Humanities (MARCH) at Rutgers-Camden

Website: <http://march.rutgers.edu>

Twitter: <https://twitter.com/MARCHRuCamden> (@MARCHRuCamden)

Facebook: <https://www.facebook.com/pages/Mid-Atlantic-Regional-Center-for-the-Humanities-MARCH/157124341014114>

Public History Community Forum (PubComm)

Facebook: <https://www.facebook.com/pages/Public-History-Community-Forum-Pubcomm/256003161202717>

Mid-Atlantic Association of Museums (MAAM)

Website: <http://www.midatlanticmuseums.org/>

Twitter: <https://twitter.com/midatlanticmuse> (@midatlanticmuse)

Facebook: <https://www.facebook.com/midatlanticmuseums>

Mid-Atlantic Archives Conference

Website: <http://www.marac.info/>

Twitter: <https://twitter.com/MARACTweets> (@MARACTweets)

Preservation Alliance of Greater Philadelphia

Website: <http://www.preservationalliance.com/>

The history profession generally:

American Historical Association

Website: <http://www.historians.org/>

Twitter: <https://twitter.com/AHAhistorians> (@AHAhistorians)

Facebook: <https://www.facebook.com/AHAhistorians>

Organization of American Historians

Website: <http://www.oah.org/>

Twitter: https://twitter.com/The_OAH (underscore before OAH)

Facebook: <https://www.facebook.com/AHAhistorians>