HIST 393: Public History
Messiah College

Fall 2013
instructor: James LaGrand
Tuesdays & Thursdays
2:45-4:00 p.m.
Boyer 338

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Thursdays, 1:20-2:35 p.m., & by apt.

DESCRIPTION AND OBJECTIVES:
The field of public history has emerged within the history profession over the last several decades and continues to increase in popularity in part because it has helped historians answer two questions that perpetually face them. First--How can historians find fulfilling careers in positions in which they can use their skills and training? And second--How can historians communicate and share developments within the field of history with a wider public beyond that found in college classrooms and at academic conferences? Historians should always be working toward finding answers to these two questions, and many have found the field of public history provides a unique opportunity to do so. Developments in recent years have demonstrated that the public is interested in history and continues to think about it and consume it--but not necessarily as presented by academic historians. Museums, historical theme parks, living re-enactments, television documentaries, and the like have enjoyed great popularity in recent years. Yet too often, historians in colleges and universities have allowed themselves to become ignored and irrelevant, even as history in general enjoys great popularity. Public history has the ability to improve this situation.

This course in public history will be run as a seminar--with a primary focus on reading, independent work, presentations of independent work, and discussion. Students will enrich the course by regularly contributing ideas, understandings, and questions. The course will combine a discussion of theoretical issues with practical experiences; students will be introduced to many of the discussions and debates within public history, as well as be exposed to some different careers open to history majors outside of academia. Realistically, one course cannot address all of the facets of public history. After introducing ourselves to the field of public history, some of the topics in particular that will receive our attention include: public memory, oral history, museums, historic preservation, documentary film, and digital media. We will spend less time on other areas of public history: archival work, publishing and editing, historical fiction, business history, and public policy, among others. Regardless of students’ plans for the future, however, this course will present a brief, but hopefully profitable, survey of public history--whether as a foundation for later study and employment or as a means to becoming more enlightened and broad-minded historians, citizens, and individuals.

COURSE OBJECTIVES--FOR ALL HISTORY COURSES AT MESSIAH COLLEGE:
1. Historical Knowledge: Students have a better historical understanding of political, social, cultural, economic, and religious practices and structures.
2. Historical Methods: Students demonstrate an understanding of historical causation, an ability to conduct basic historical analysis of primary and secondary sources, and an ability to communicate that analysis in effective written and oral communication.
3. Historical Interpretation: Students use texts and other cultural resources to make sense of the past, understand ways in which the past influences the present, and consider how the present influences our study of the past.
4. Historical Convictions: Students become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith.
REQUIRED READINGS:

Online readings listed below.

REQUIREMENTS:
read all assigned readings by dates indicated in schedule
participate regularly in class discussions
subscribe to H-PUBLIC discussion network [http://www2.h-net.msu.edu/~public/] and regularly follow discussions there
communicate historical material in a public setting throughout the semester through a forum of your choosing--blog, presentation, op ed article, etc., etc.
examine at least three public history websites from “national professional organizations and resources” list below, write up findings, and be prepared to discuss in class, Sept. 10 (Web Assignment)
examine other public history websites from lists below periodically throughout semester
write an essay of 4-6 double-spaced pages in response to one of the three books we’ll read together (by Yerxa, Rosenzweig & Thelen, Lewis, or Adair)
write an essay of 4-6 double-spaced pages reviewing an exhibit at the National Museum of American History (NMAH) in Washington DC
public history project proposal
give a 15-20-minute oral presentation in class
write up proposal in 12-15 double-spaced pages
write a take-home exam of 6-8 double-spaced pages at conclusion of course

STANDARD OF EVALUATION:
The final grade for the course will be derived as follows:
 participation--in and out of class 20%
 essays 20%
 public history project proposal 40%
 final take-home exam 20%

ESSAYS:
Assignment for essay #1 due Oct. 24, in class:
Write a 4-6 pp. review of any exhibit at the National American History Museum, using Schlereth’s article and its categories as a guide.

Assignment for essay #2:
Write a 4-6 pp. responsive essay on one of the books we’ll read together: Yerxa’s *Recent Themes on Historians and the Public* (due Sept. 12 in class) or Rosenzweig and Thelen’s *The Presence of the Past* (due Sept. 26 in class) or Lewis’ *The Changing Face of Public History* (due Oct. 17 in class), or Adair’s *Letting Go* (due Dec. 5 in class).

PUBLIC HISTORY PROJECT PROPOSAL:
Public history projects of the sort that one might see on in the Smithsonian or on PBS are large ventures--
sometimes requiring a team of historians, years of research and writing, and substantial budgets. Indeed, it would be impossible for one person working alone to develop a high-quality public history project, no matter how much time he or she had. Even a group of historians working together would be hard pressed to see a project progress from beginning to end in the space of one semester or even one year. Given the nature of public history projects, then, it is unrealistic to attempt to create a formal, complete project in the context of a one-semester course such as this. Yet because the course aims to introduce students to the true world of public history and engage them in it, each student will work over the course of the semester on a public history project proposal either individually or as a member of a group. This might be thought of as the thoughtful, developed, and well-researched plan for a full-scale public history project; indeed, all professional projects start with such a proposal.

In choosing a topic and format for your project proposal, you have a great deal of latitude. Any topic on which there is historical source material and about which the public might be interested is open to you. Possibilities for the format of the project proposal include: a historical monument or memorial, a museum exhibit, a documentary film, oral history, or local history.

Because of the complexities involved in working up a public history project proposal, there are several intermediate deadlines associated with this assignment, as follows:

1. 1-page description of topic for project due Sept. 60
2. 15-20 minute presentation in class Oct. 31-Nov. 7
3. finished project proposal of 10-15 double-spaced pages due Dec. 12

FINAL TAKE-HOME EXAM:
Each student will write a take-home exam of 6-8 double-spaced pages due no later than 1:30 p.m. on December 18. The question provided in advance will address a significant theme in public history explored over the course of the semester.

NOTE ON ACADEMIC INTEGRITY:
Academic dishonesty of any kind (including cheating and plagiarism) violates the community standards of Messiah College, as well as those of the larger community of scholars into which you enter through this course. As such, any cases will be punished appropriately. However, please do not hesitate to talk to the instructor if you have questions about how to use or cite outside sources or about any other matter of academic practice. Messiah College’s academic integrity policy may be found here:
http://www.messiah.edu/advisinghandbook/academic/integrity.shtml

NOTE ON CLASSROOM COURTESY:
Out of courtesy for your classmates and the instructor, please turn off your cell phone before coming into the classroom. Do not answer the phone or text during class. If you are expecting a very important call, please put your phone on vibrate (silent), and let me know about the situation before class begins.

NOTE ON AMERICANS WITH DISABILITIES ACT:
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have questions, call extension 5358.
SCHEDULE

(NOTE: ALL DETAILS SUBJECT TO CHANGE)

PART ONE: INTRODUCTION: THE PAST, PRESENT, AND FUTURE OF PUBLIC HISTORY

Tues., Sept. 3 - Introduction to Course

Thurs., Sept. 5 - The Past of “Public History”

Tues., Sept. 10 - The Present and Future of Public History; Web Assignment DUE

readings:
- Appleby, Joyce. “Should We All Become Public Historians?” AHA Perspectives (March 1997).
  http://www.historians.org/Perspectives/Issues/2003/0303/0303pre1.cfm
- Jonathan Spence interview with Gerald Prokopowicz. AHA Perspectives (May 2004).
- Center for History and New Media & the National Council on Public History, “Forward Capture: Imagine the Future of Public History”
  http://chnm.gmu.edu/ncph/
  http://www.historians.org/Perspectives/Issues/2006/0604/0604pro1.cfm
- American Historical Association, “Employment Advertisements”
  http://www.historians.org/governance/ftp/HistoryEmployment.htm

Thurs., Sept. 12 - Historians and their Public(s); Essays on Yerxa DUE

reading:
- Yerxa, Donald A., ed., Recent Themes on Historians and the Public: Historians in Conversation (University of South Carolina Press, 2009)

PART TWO: HISTORY AND MEMORY

Tues., Sept. 17 - History and Memory

readings:
- Hutton, Patrick. “Recent Scholarship on Memory and History,” The History Teacher 33 (August 2000): 533-548. [via JSTOR]

Sept. 19-24 - [no class meetings; reading recess]
Thurs., Sept. 26 - History in American Life; Essays on Rosenzweig and Thelen DUE; Initial Topic for Project Proposal DUE
reading:

**PART THREE: HISTORY MUSEUMS AND HISTORIC PRESERVATION**

**Tues., Oct. 1 - History Museums**
readings:
“Standards for Museum Exhibits Dealing with Historical Subjects”
http://www.historians.org/info/museumstandards.htm
[3 websites from the “history museums” or “living history sites” lists in the appendix below]

**Thurs., Oct. 3 - History Museums**
readings:
National Museum of American History
http://americanhistory.si.edu/
“Mr. Small At The Smithsonian,” *Time* (April 29, 2001)
http://www.time.com/time/printout/0,8816,107945,00.html
“Smithsonian Picks American History Museum Director,” *Washington Post* (October 18, 2002)
Penrice, Daniel. "Can This Museum Be Saved?" *Common-place* 3 (October 2002), pts. I & II
http://www.common-place.org/vol-03/no-01/penrice/index.shtml
http://www.common-place.org/vol-03/no-01/penrice/penrice-2.shtml
“Smithsonian’s Small Quits in Wake of Inquiry,” *Washington Post* (March 27, 2007)
“Star-Spangled Reopening Set for Nov. 21,” *Washington Post* (July 31, 2008)
http://www.washingtonpost.com/wp-dyn/content/article/2008/07/30/AR2008073001510_pf.html

**Sat. Oct. 5 - Class Trip to National Museum of American History**

**Tues., Oct. 8 - History Museums**

**Thurs., Oct. 10 - [no class meeting; mid-fall recess]**

**Tues., Oct. 15 - History Museums**

**Thurs., Oct. 17 - History Museums; Essays on Lewis DUE**
readings:
Tues., Oct. 22 - History Museums
readings:


Thurs., Oct. 24 - History Museums; **Essay on NMAH exhibit DUE**
readings:

Tues., Oct. 29 - History Museums and Historic Preservation
readings:

**PART FOUR: PUBLIC HISTORY PROJECT PROPOSALS**

Thurs., Oct. 31 - Student Presentations: Project Proposals;

**Outline & Sources for Project Proposal DUE**

Tues., Nov. 5 - Student Presentations: Project Proposals (cont.)

Thurs., Nov. 7 - Student Presentations: Project Proposals (cont.)

**PART FIVE: ORAL HISTORY**

Tues., Nov. 12 - Oral History
readings:


Thurs., Nov. 14 - Oral History
PART SIX: DOCUMENTARY FILM

Tues., Nov. 19 - Historical Documentary Films
readings:
  http://hnn.us/articles/1033.html
  McDonough, Kathleen. “Constructing a Historical Documentary: A Director’s Take,” AHA Perspectives (December 2003).
  http://www.historians.org/Perspectives/Issues/2003/0312/0312ii1.cfm
  Toplin, Robert Brent. “Cinematic History: Where Do We Go From Here?” The Public Historian 25 (Summer 2003): 79-91. [via JSTOR]

Thurs., Nov. 21 - Historical Documentary Films; student presentations

Tues., Nov. 26 - Historical Documentary Films; student presentations

Thurs., Nov. 28 - [no class meeting; Thanksgiving recess]

PART SEVEN: HISTORIANS’ AUTHORITY IN THE AGE OF NEW MEDIA

Tues., Dec. 3 - Historians’ Authority in the Age of New Media
reading:
  Adair, Letting Go?: Sharing Historical Authority in a User-Generated World (Philadelphia: Pew Center for Arts & Heritage, 2011); pp. 6-32, 68-95

Thurs., Dec. 5 - Historians’ Authority in the Age of New Media; Essays on Adair DUE
reading:
  Adair, Letting Go?: Sharing Historical Authority in a User-Generated World (Philadelphia: Pew Center for Arts & Heritage, 2011); pp. 112-190

PART EIGHT: WRAP-UP

Tues., Dec. 10 - Wrap-Up
readings:
  3 websites from the “public history graduate programs” list in the appendix below

Thurs., Dec. 12 - Discuss Completed Project Proposals; Course Evaluations;
  Completed Project Proposal DUE

Wed., Dec. 18 - Take-home Exam DUE
1:30 p.m.
APPENDIX: PUBLIC HISTORY WEBSITES

NATIONAL PROFESSIONAL ORGANIZATIONS AND RESOURCES
National Council on Public History
   http://www.ncph.org/
Public History Resource Center
   http://www.publichistory.org/
H-Public
   http://www.h-net.org/~public/
National Coalition for History
   http://www.h-net.org/~nch/
National Trust for Historic Preservation
   http://www.preservationnation.org/
American Association of Museums
   http://www.aam-us.org/
American Association for State and Local History
   http://www.aaslh.org/
Society for the History in the Federal Government
   http://www.shfg.org
The Association for Living History, Farm and Agricultural Museums
   http://www.alhfam.org/
Society of American Archivists
   http://www.archivists.org
Oral History Association
   http://www.oralhistory.org/

FEDERAL GOVERNMENT AGENCIES
The Library of Congress
   http://www.loc.gov/homepage/lchp.html
National Archives and Records Administration
   http://www.archives.gov/index.html
National Park Service
   http://www.nps.gov/index.htm
National Register of Historic Places, National Park Service
   http://www.cr.nps.gov/nr/index.htm

LOCAL ORGANIZATIONS, MUSEUMS, AND HISTORIC SITES
Pennsylvania Historical and Museum Commission, Harrisburg PA
   http://www.portal.state.pa.us/portal/server.pt/community/phmc_home/1426
The Pennsylvania State Archives, Harrisburg PA
   http://www.portal.state.pa.us/portal/server.pt/community/state_archives/2887
State Museum of Pennsylvania, Harrisburg PA
   http://www.statemuseumpa.org/
Preservation Pennsylvania, Harrisburg PA
   http://www.preservationpa.org/
National Civil War Museum, Harrisburg PA
   http://www.nationalcivilwarmuseum.org/index_1.php
Camp Curtin Historical Society, Harrisburg PA
   http://www.campcurtin.org/
Historical Society of Dauphin County and the John Harris-Simon Cameron Mansion, Harrisburg PA
   http://www.visithhc.com/harrismn.html
Cumberland County Historical Society, Carlisle PA
http://www.historicalsociety.com/

York County Heritage Trust, York PA
http://www.yorkheritage.org/

Lancaster County’s Historical Society & James Buchanan’s Wheatland
http://www.lancasterhistory.org/

Historic Preservation Trust of Lancaster County, Lancaster PA
http://www.hptrust.org/

Southern Lancaster County Historical Society, Quarryville PA
http://www.rootsweb.ancestry.com/~paslchs/

Lancaster Mennonite Historical Society, Lancaster PA
http://www.lmhs.org/

Lebanon County Historical Society, Lebanon PA
http://lebanoncountyhistoricalsociety.org/

Manheim Historical Society, Manheim PA
http://www.manheimpa.com/

Gettysburg National Military Park (NPS), Gettysburg PA
http://www.nps.gov/gett/index.htm

Army Heritage Center Foundation, Carlisle PA
http://www.armyheritage.org/

Mifflinburg Buggy Museum, Mifflinburg PA
http://www.buggymuseum.org/

MEMORIALS
Washington Monument, Washington D.C.
http://www.nps.gov/wamo/index.htm

Lincoln Memorial, Washington D.C.
http://www.nps.gov/linc/index.htm

Thomas Jefferson Memorial, Washington D.C.
http://www.nps.gov/thje/index.htm

National WWII Memorial, Washington D.C.
http://www.wwiimemorial.com/

Vietnam Veterans Memorial Wall, Washington D.C.
http://thewall-usa.com/

National September 11 Memorial & Museum at the World Trade Center, New York
http://www.national911memorial.org/

World Trade Center Site Memorial Competition, New York
http://www.wtcsitememorial.org/

The World Trade Center Memorial, New York
http://www.thewtcmemorial.com/

HISTORY MUSEUMS
Smithsonian Institution, Washington D.C.
http://www.si.edu/

http://americanhistory.si.edu/

National Museum of the American Indian, Washington D.C.
http://www.nmai.si.edu/

National Civil Rights Museum, Memphis TN
http://www.civilrightsmuseum.org/home.htm

The National WWII Museum, New Orleans LA
http://www.ddaymuseum.org/
National Museum of American Jewish History, Philadelphia PA  
http://www.nmajh.org/index.htm
Senato John Heinz History Center  
http://www.heinzhistorycenter.org/
Chicago History Museum  
http://www.chicagohs.org/index.html
Canadian Museum of Civilization, Ottawa, Ontario, Canada  
http://www.civilization.ca/cmc/home/cmc-home

LIVING HISTORY SITES
Colonial Williamsburg, Williamsburg VA  
http://www.history.org/
Jamestown Settlement, Williamsburg VA  
http://www.historyisfun.org/
Old Bedford Village, Bedford PA  
http://www.oldbedfordvillage.com/
Historic Deerfield, Deerfield MA  
http://www.historic-deerfield.org/
Old Sturbridge Village, Sturbridge MA  
http://www.osv.org/
Plimouth Plantation, Plymouth, MA  
http://www.plimoth.org/
Mystic Seaport, Mystic CT  
http://www.mysticseaport.org/
Conner Prairie Interactive History Park, Fishers IN  
http://www.connerprairie.org/

HISTORICAL DOCUMENTARY FILM PRODUCERS
The History Channel  
http://www.history.com/home.do
PBS - History  
http://www.pbs.org/history/
Films for the Humanities & Sciences  
http://ffh.films.com/

HISTORICAL CONSULTING
History Associates Incorporated  
http://www.historyassociates.com/
The History Factory  
http://www.historyfactory.com/
The Winthrop Group  
http://www.winthropgroup.com/
PUBLIC HISTORY GRADUATE PROGRAMS, COMPREHENSIVE
University of South Carolina
http://www.cas.sc.edu/HIST/pubhist/
Arizona State University
http://shprs.clas.asu.edu/publichistory
University of California-Santa Barbara
http://www.history.ucsb.edu/fields/field.php?field_id=1
University of California-Riverside
http://history.ucr.edu/Public_History/index.html
Indiana University-Purdue University Indianapolis
http://liberalarts.iupui.edu/history/index.php/public/
Loyola University (Chicago)
http://www.luc.edu/history/public_history.shtml
American University
http://www.american.edu/cas/history/public/MA.cfm
James Madison University
http://web.jmu.edu/history/public.html
New York University
http://history.fas.nyu.edu/object/history.gradprog.archivespublichistory.html
SUNY-Albany
http://www.albany.edu/history/pubhist.html
University of Massachusetts
http://www.umass.edu/history/ph/
Northeastern University
http://www.northeastern.edu/history/graduate/m-a-in-history-with-concentration-in-public-history/
University of Maryland-Baltimore County
http://www.umbc.edu/history/PHTrack/PHTrack.htm
University of West Virginia
http://history.wvu.edu/graduate_programs/public_history_crm
Duquesne University
http://www.duq.edu/history/graduate/index.cfm
Wichita State University
http://webs.wichita.edu/?u=history&p=/PublicHistory/
Western Michigan University
http://www.wmich.edu/history/graduate/areas/public.html
University of Wisconsin-Milwaukee
http://www.uwm.edu/Dept/PubHist/index.html
Wright State University
http://www.wright.edu/cola/Dept/hst/pubhst/
University of North Carolina-Wilmington
http://uncw.edu/hst/letter.html
North Carolina State University
http://history.ncsu.edu/graduate/m.a._public_history
University of New Mexico
http://web.nmsu.edu/~pubhist/~pubhist.htm
Shippensburg University
http://www.ship.edu/Academics/Programs/Graduate/Applied_History/
PUBLIC HISTORY GRADUATE PROGRAMS FOCUSED ON MUSEUM STUDIES
Winterthur Program in Early American Culture
http://www.udel.edu/winterthurprogram/
University of Delaware
http://www.udel.edu/museumstudies/
Cooperstown Graduate Program
http://www.oneonta.edu/academics/cgp/
George Mason University
http://historyarthistory.gmu.edu/programs/la-ma-ah
George Washington University
http://www.gwu.edu/~mstd/

PUBLIC HISTORY GRADUATE PROGRAMS FOCUSED ON HISTORIC PRESERVATION
University of Pennsylvania
http://www.design.upenn.edu/historic-preservation
University of Maryland-College Park
http://www.arch.umd.edu/preservation/
George Washington University
http://www.gwu.edu/~amst/histpres/pres.htm
University of Vermont
http://www.uvm.edu/~histpres/
Boston University
http://www.bu.edu/academics/grs/programs/preservation-studies/
Clemson University & the University of Charleston
http://www.clemson.edu/caah/pdpla/historic-preservation/
Ball State University
http://www.bsu.edu/preservation/