

Introduction to Public History

HIS 311/511 • Fall 2013 • BU 206 • MWF 1:30-2:35pm
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Office hours: M 10:30am–12pm, F 10:30am-12pm, or by appointment

This course explores public history, or history crafted in (or for) non-academic settings by (or in dialogue with) people trained in the discipline of history. It focuses on the origins and evolution of archives, museums, historic preservation, heritage tourism, documentary film, oral history, and community history projects, as well as best practices in public history and the digital humanities. It also examines the role of public memory in advancing certain historical interpretations and suppressing others in public history venues. Periodically during the semester, you will read and report on key scholarship in the field of public history—specifically books that explore connections between heritage sites and public memory; museum exhibits and controversial history; and historic preservation and civic engagement.

A rapidly growing segment of public history involves digital media. The digital-age public historian, or digital humanist, must do more than understand history and how to make it compelling for diverse audiences. Public history also requires one to apply technology to collect, analyze, and present the past. Thus, digital history accounts for an increasing proportion of history-related careers. After this semester, you will possess a cache of career-applicable knowledge. In short, you will also learn public history by doing public history.

Accordingly, the course project involves developing new content for Cleveland Historical, a curated mobile app developed by the Center for Public History + Digital Humanities that draws upon primary sources to tell stories about our region. The theme we will explore is African American history in 20th-century Cleveland. You will create new app sites by starting with raw oral histories in the Cleveland Regional Oral History Collection, identifying and digitally clipping compelling short stories from them, researching their local and national context, collecting available historical images, and curating your own “exhibits” on a shared WordPress blog, from which the Center will draw all satisfactory sites, editing as appropriate and transferring to Cleveland Historical with attribution to you. Your enrollment in the course implicitly denotes your consent to contribute your work in this manner.

Required Readings

The following books are available at the bookstore in the CSU Student Center at 2121 Euclid Avenue. It is your responsibility to obtain books in time to complete assignments.

Glassberg, David. *Sense of History: The Place of the Past in American Life*. Amherst: University of Massachusetts Press, 2001.

Hurley, Andrew. *Beyond Preservation: Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010.

Leon, Warren, & Roy Rosenzweig, eds. *History Museums in the United States: A Critical Assessment*. Urbana: University of Illinois Press, 1989.

Linenthal, Edward T., and Tom Engelhart. *History Wars: The Enola Gay and Other Battles for the American Past*. New York: Holt, 1996.

Stanton, Cathy. *The Lowell Experiment: Public History in a Postindustrial City*. Amherst: University of Massachusetts Press, 2006.

Additional readings are available online or through CSU's Electronic Course Reserve (ECR) at <http://library.csuohio.edu>. You should bring a copy of required reading to class on the day for which it is assigned.

Grading

Prospectus (10%). A 200-300 word narrative report that you prepare after carefully reading the oral history logs in the CROHC 990 series. It identifies a broad research subject, a specific local topic example (2 for graduate students), and a couple of paragraphs of explanation of how you expect to build your project around the broad subject, followed by a list of at least 4 places (per topic) in the 990 series logs where pertinent content appears (to be noted in the following way: Racial discrimination: 990046: Leroy Brown: 27: Clarks at E. 105th & Euclid: picked up orders from Haddam Hotel and noticed blacks weren't being served there; Clarks closed rather than integrate).

Story Clips (10%). At least 4 digital MP3 clips (per topic) of approx. 30-90 seconds made in Audacity and uploaded and annotated (according to forthcoming directions) on the course research blog. The best of these may be selected by the Center for inclusion on the *Cleveland Voices* website.

Annotated Bibliography (5%). A list with at least 2 pertinent scholarly books (4 for graduate students) or another pre-approved combination of books and journal articles/book chapters + 20 or more newspaper articles. You should continue to build your collection of sources. This assignment is designed to offer an early opportunity for feedback.

Research Essay (30%). A 3,000-word essay (4,500 words for graduate students) rooted in several weeks' research on your local topic(s) in the content of Cleveland *and* African American history. Must use your scholarly books/articles *and* primary sources. The essay will be done in two drafts with revisions expected following my assessment of the first draft. The first draft will be weighted as 12% of your overall grade, while the final draft will comprise 18%.

New Cleveland Historical Site(s) (20%). A complete app site draft on the research blog (2 for graduate students). A site includes a 300- to 400-word description distilled from your research essay with a general audience in mind, 6-10 historical images (uploaded from Cleveland Memory), 2-3 sentence captions per image, and 4-6 story annotated clips. Detailed directions will be provided.

Book Reflections (25%). We will read and discuss 3 scholarly books this semester. In preparation for discussion, you will write thoughtful 600-word (1,000 words for graduate

students) reflections on each book. Each will be due on the date we discuss each book. Detailed instructions will be provided.

Participation. I will take note of your attendance and degree of participation in class discussions. My expectation is that everyone will take the opportunity to speak thoughtfully on pertinent topics. I will update you on my sense of the quality of your participation after 2 weeks and again after 8 weeks (as well as any other time you inquire). Each unexcused absence will deduct 1 point from your final average. Above average or excellent in-class participation may result in up to 3 bonus points on your final grade. Again, I will keep you apprised of your standing periodically and offer opportunities for dialogue about your participation.

HIS 511 Assignments. In addition to more substantial written work, I expect that graduate students will rise to a higher level and serve as models for undergraduates throughout the course.

Policies

Announcements. I often make important announcements in class. If you miss class, it is *your* responsibility to see me in person after class, during office hours, or by appointment to get this information.

Email. I check email regularly, but it is always your responsibility to allow reasonable time for me to receive your email and reply. Thus, a late-night email on the eve of a due date is not advisable!

Formatting Written Assignments. For all written assignments, you must (1) type in a relatively standard font (such as Times New Roman) using double spacing; (2) set left and right margins to 1" or 1.25"; (3) submit in .doc or .docx format. I will not accept assignments via Google Drive.

Documentation of Research. In your research essay, you must document all sources from which you draw quoted passages or significant ideas by inserting footnotes or endnotes, which must be prepared in the *Chicago Manual of Style* format. For examples of Chicago Style citations, see http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html and/or the notes in your assigned books.

Assignment Submissions. Any assigned work submitted after the start of class on the due date will incur a penalty of 10 percent, with an additional 5 percent subtracted per subsequent day (including weekends and holidays).

Extensions. In the event of extreme circumstances that prevent your submitting assigned work on time, you may request an extension. If granted, a new due date will be assigned. Extension requests must be made no later than 24 hours before the start of class on the due date. After that, I require written documentation that clearly demonstrates your inability to complete the assignment on time.

Attendance. If you anticipate being unable to attend class consistently, you should drop this course. Excused absences require notice via email or phone prior to the start of class (pending my approval) or appropriate written documentation thereafter (again, pending my approval). If

you are ill, I will always excuse your absence, but it is your responsibility to see that I am informed in a timely way.

Student Conduct. Unacceptable conduct includes but is not limited to: disruptive talking or noisemaking, arriving late or leaving early without appropriate notice, intimidating or threatening anyone in the classroom, sleeping, using computers or mobile devices for non-class purposes, and doing other assignments during class.

Academic Integrity. Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material ranging from whole papers and paragraphs to sentences and phrases. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the Web; another student at CSU or elsewhere; and a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee. Source: Capitol Community College's guide to plagiarism (based on the MLA style): <http://webster.comnet.edu/mla/plagiarism.shtml>. I will assign a grade of "0" on any plagiarized work and reserve the right to notify the University according to University procedures.

Writing Assistance. The Department of History offers a History Tutoring Center where you may seek assistance in preparing written work. The Center is located on the 13th floor of Rhodes Tower and may be reached at (216) 687-3921.

Student Disabilities. If you have a disability, it is your responsibility to contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Writing Across the Curriculum (Applies only to HIS 311). This course meets the following criteria for the Writing Across the Curriculum General Education requirement:

1. Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).¹
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).²
3. Teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences.³ Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.
4. Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of

¹ The word count may only include one preliminary draft for each final draft.

² Exceptions to this criterion may be granted in disciplines or courses where students do a substantial amount of writing, but the course structure and/or content does not create opportunities for an assignment of this length.

³ Writing-to-learn helps students use writing to explore many aspects of the course as well as their own reflections; these activities should foster learning at deeper levels than memorization or recitation. Writing-to-communicate emphasizes aspects of writing (style, grammatical correctness, coherence, focus) that allow a reader to navigate the writing as he or she wishes.

papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.

5. Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.
6. Assign writing throughout the semester.
7. Where appropriate, address the needs of students regarding library competency.
8. Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.
9. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
10. Maximum enrollment for this course is 35 or 45 with a graduate assistant.

Important Dates

Last Day to Drop with Full Refund	Aug 30
Last Day to Add (CampusNet registration)	Sept 1
Last Day to Drop	Sept 6
Last Day to Withdraw	Nov 1

Daily Schedule

Week 1

Aug 26	Course Introduction
Aug 28	What is Public History? Read: Glassberg, xiii-22 Hayden, <i>Power of Place</i> , ch. 3 (ECR)
Aug 30	Course Project Introduction

Week 2

Sept 2	Labor Day (No Class)
Sept 4	Making Oral History Clips
Sept 6	Special Collections Introduction (Meet in CSU Library Special Collections)

Week 3

Sept 9	Individual Project Consultations (RT1310, by appointment, 1-5pm)
Sept 11	Public Memory & Commemoration Read: Glassberg, 23-86
Sept 13	Public Memorials & Monuments Prospectus Due

Listen: Monumental Disagreements: Memorials in America,
<http://backstoryradio.org/shows/monumental-disagreements/>

Week 4

- Sept 16 When History Gets Messy: Controversial or Tragic Subjects [something on 9/11]
Read: Gardner & Henry, "September 11 and the Mourning After" (ECR)
Explore: September 11 Digital Archive, <http://911digitalarchive.org>
- Sept 18 Linenthal Discussion
Linenthal Essay Due
Read: Linenthal (All)
- Sept 20 History Museums & Historical Societies in Historical Context
Read: Leon & Rosenzweig, 3-37
Listen: A History of Museums, "The Memory of Mankind,"
<http://www.npr.org/templates/story/story.php?storyId=97377145>

Week 5

- Sept 23 History Museums & Historical Societies (cont'd.)
Story Clips Due
Read: Leon & Rosenzweig, 38-63
- Sept 25 Living History Museums & Heritage Sites
Read: Leon & Rosenzweig, 64-97
- Sept 27 Colonial Williamsburg & Its Imitators
Read: Handler & Gable, *New History in an Old Museum*, ch. 5 (ECR)

Week 6

- Sept 30 Historic House Museums
Read: Leon & Rosenzweig, 98-114
- Oct 2 Museum 2.0
Annotated Bibliography Due
Read: Simon, *The Participatory Museum* (chapters to be assigned),
<http://www.participatorymuseum.org/read/>
Explore: Horizon Report 2012 Museum Edition,
<http://www.nmc.org/pdf/2012-horizon-report-museum.pdf>
- Oct 4 Research Day (Meet in CSU Library Special Collections)

Week 7

- Oct 7 The History & Evolution of the National Park Service
Read: Feller, "Doing History in NPS 'Classrooms,'" <http://www.historians.org/perspectives/issues/2010/1005/1005for14.cfm>
Pitcaithley, "'A Cosmic Threat'" (ECR)
- Oct 9 The Lowell Experiment: Reframing History in the NPS
Stanton Essay Due
Read: Stanton (All)
- Oct 11 The History of Oral History

Week 8

- Oct 14 Columbus Day (No Class)
Oct 16 Oral History: Concept + Method
Read: Baylor University Oral History Manual,
<http://www.baylor.edu/content/services/document.php/43912.pdf>
Oct 18 Oral History as Public History
Read: Tebeau, “Listening to the City” (ECR)

Week 9

- Oct 21 Introduction to Historical Film
Read: Toplin, *Reel History*, ch. 1 (ECR)
Oct 23 Movie Screening
Oct 25 Movie Screening (cont’d.)

Week 10

- Oct 28 Film Discussion
Research Essay First Draft Due
Read: Toplin, “Mississippi Burning Scorches Historians,”
<http://www.historians.org/perspectives/issues/1989/8904/8904FIL.cfm>
Oct 30 Introduction to Historical Documentary
Read: Glassberg, 87-108
Nov 1 Documentary Screening

Week 11

- Nov 4 Documentary Discussion
Nov 6 History of American Tourism
Read: Souther & Bloom, *American Tourism*, “Introduction” (ECR)
Nov 8 Touring History: Getting It Wrong, Making It Right
Listen: “Giving Tourists a Truer Look at Plantation Life,”
<http://www.npr.org/templates/story/story.php?storyId=4709588>
Read: Modlin, “Tales Told on the Tour” (ECR)

Week 12

- Nov 11 In-class Discussion of App Site Preparation
Research Essay Final Draft Due
Read: Dubelko, “St. Ladislav Church,” *Cleveland Historical*,
<http://clevelandhistorical.org/items/show/596>
Nov 13 Introduction to Archives
Read: Miller, “Archives & Historical Manuscripts” (ECR)
Nov 15 Archiving History in the Digital Age
Read: Roland & Bawden, “The Future of History” (ECR)
Explore: Cohen & Rosenzweig, *Preserving Digital History*,
<http://chnm.gmu.edu/digitalhistory>

Week 13

- Nov 18 Introduction to Historic Preservation
Read: Glassberg, ch. 6

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- Nov 20 Preservation Politics & Practice
 Read: Souther, *New Orleans on Parade*, ch. 2 (ECR)
 Souther, Forest Hill Nat'l. Register nomination (ECR)
- Nov 22 Beyond Preservation: Urban History as Public History
 Hurley Essay Due
 Read: Hurley (All)

Week 14

- Nov 25 Integrating DH into Public History
 Read: Terras, "Digital Curiosities" (ECR)
 Explore: Digital Humanities Now, <http://digitalhumanitiesnow.org>
- Nov 27 Individual Consultations
 App Sites Due
- Nov 29 Thanksgiving Recess (No Class)

Week 15

- Dec 2-6 **App Site Presentations** (Assigned dates/times to be determined)
- Dec 11 **Revised App Sites Due** (1-3pm)