

## ***HST570: Public History Theory and Practice***

***Tuesdays, 3:30-6:15***

***Fall 2011***

***Instructor: Tammy S. Gordon***

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***Class website:***

***<http://people.uncw.edu/stonegordon/HST570.html>***

***Office Hours: Wednesdays, 9am-1pm; Thursdays 2pm-4pm, and other times by appointment***

### ***Purpose: history about, for, and with people***

History is *about* people: their societies, economies, cultures, and politics and how these changed over time. In Public History, history is also *for* people, in that careful and exacting historical research can facilitate dialogue and be applied to contemporary problems. Just as important, Public History is history saved, researched, and analyzed *with* people, for public historians work with individuals and groups to create history collaboratively. This class is an introduction to the major concepts, scholarship, and research methods shaping the Public History field; it is also an opportunity to test the field's theories in a project that will create new resources for historical learning in our community.

This class is more than just a seminar; it is a project team, with goals, obligations, and a budget. This semester we will be working on a project to document the history of Tidal Creek Food Cooperative of Wilmington, North Carolina. We will create the resources needed to support an exhibit and other educational programming: a research manual including recorded oral histories and a set of historical essays on the history of Tidal Creek in local, national, and global contexts.

### ***Learning Outcomes***

At the end of this class you will be able to:

- Define the key concepts governing the field of Public History
- Identify changes in the evolving scholarly literature in Public History
- Analyze the problems and issues central to the theoretical core of the field
- Conduct an oral history interview according to the standards of the field
- Implement a skill set in working collaboratively on a historical project of relevance to the community

### ***Readings and Other Requirements***

HST570 is a reading intensive, seminar style course. You must complete the required readings on time and discuss them in class. Additional readings are on reserve at the library.

Ames, Franco, and Frye, *Ideas and Images: Developing Interpretive History Exhibits* (AltaMira, 1997)

Cohen and Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (University of Pennsylvania Press, 2006)

Deutsch, *Building a Housewife's Paradise: Gender, Politics, and American Grocery Stores in the Twentieth Century* (Chapel Hill: University of North Carolina Press, 2010)

Frisch, *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History* (State University of New York, 1989)

Hayden, *The Power of Place: Urban Landscapes as Public History* (The MIT Press, 1997)

Henderson and Kaeppler, *Exhibiting Dilemmas: Issues of Representation at the Smithsonian* (Smithsonian, 1999)

Horton and Horton, *Slavery and Public History: The Tough Stuff of American Memory* (New Press, 2006)

Lawlor, *Public Native America: Tribal Representation in Museums, Powwows, and Casinos* (Rutgers University Press, 2006)

Loewen, *Lies Across America: What Our Historical Sites Get Wrong* (Touchstone, 1999)

Prown and Haltman, *American Artifacts: Essays in Material Culture* (Michigan State University Press, 2000)

Rosenzweig and Thelen, *The Presence of the Past: Popular Uses of History in American Life* (Columbia University Press, 1998)

West, *Domesticating History: Political Origins of America's House Museums* (Smithsonian Books, 1999)

#### Recommended:

Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7<sup>th</sup> ed.)

Williams' *Sin Boldly: Dr. Dave's Guide to Writing the College Paper*

#### **Assignments**

The assignments in this class are worth a total of 100 points:

Oral History Interviews, Processing, and Transcripts (30)

Research Paper (50)

Research Presentation (10)

Engagement and Preparation (10)

The success of a graduate seminar depends on ALL participants. Be prepared to discuss the readings fully and analytically. In addition, we will often have in-class group work that requires small groups to present findings or lead discussion.

Final grades will be determined on the following scale:

Percentage	Grade
96-100	A
90-95	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

## ***Schedule***

### *Theory and Practice*

August 30: read Frisch

September 6: visit to Tidal Creek; read Rosenzweig and Thelen

September 13: read Ames, Franco, and Frye; bring three questions you would like to ask a practicing public historian

September 20: TC visit to classroom (3:30), read Deutsch

### *Historical Memory*

Saturday, September 25 (not a regularly scheduled day): Owners' Stew

September 27: read Horton and Horton

Sunday, October 2 (not a regularly scheduled class day): Tidal Creek Listening Session, 2:00-4:00pm, Tidal Creek Co-op offices

October 4: read Loewen

October 11: no class-fall break

October 18: read Lawlor

October 25: read Henderson and Kaepler

### *Time, Form and Place*

November 1: read Hayden; finalized interview transcripts and processing checklists due

November 8: read Prown and Haltman

November 15: read West

November 22: read Cohen and Rosenzweig

November 29: research papers due

December 6: Conference on the History of Tidal Creek Food Co-operative (public)

## ***Key Terms***

*Public Trust*: responsibility the public places on government or other institutions to care for their interests

*Interpretive Plan*: document that guides exhibition production; includes summaries of all visitor evaluation, exhibition resources, educational goals, label text, and main idea.

*Visitor Evaluation*: research to assess visitors' interactions with exhibitions or exhibition ideas; includes front-end, formative, and summative types.

*Native American Graves Protection and Repatriation Act of 1990 (NAGPRA)*: provides a process for museums and Federal agencies to return certain Native American cultural items -- human remains, funerary objects, sacred objects, or objects of cultural patrimony -- to lineal descendants, and culturally affiliated Indian tribes and Native Hawaiian organizations (National Park Service definition).

*Historic Preservation Act of 1966, 1992*: An act to establish a program for the preservation of additional historic properties throughout the nation

*Elementary and Secondary Education Act of 1965 (ESEA)*: required that federally funded educational programs have an evaluation component; supported the growth of visitor studies

*Americans With Disabilities Act of 1990 (ADA)*: gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for

individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications (ADA Home Page definition)

*Informed Consent*: the process by which a human subjects researcher educates a subject to provide him/her with sufficient knowledge to consider whether or not to participate.

*Public Domain*: the absence of *copyright* protection for a creative work; works can enter the public domain by the deliberate surrender of the copyright by the creator of the work or by the expiration of the copyright due to the passage of some legally stipulated period of time.

*Provenance*: documented history of an artifact