

INTRODUCTION TO PUBLIC HISTORY

21:512:217

Mondays and Wednesdays, 10:00-11:20am

Conklin Hall, Room 319

Spring 2019

Professor: Dr. Lyra D. Monteiro

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Office Hours: Mondays 2-3pm, Wednesdays 5:30-6:30pm, or by appointment

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COURSE DESCRIPTION

This course will introduce students to the field of public history by teaching them the skills to become savvy consumers of the historical narratives they will encounter in the rest of their lives, as well as introducing them to the roles of both professionals and members of the public in creating and responding to works of public history. In contrast to academic research in history, public history seeks to capture the interest of the public in order to engage, entertain, influence, and inspire. Through a combination of lectures, readings, guest speakers, field trips, and individual and group projects, this class will explore how public histories are never neutral or apolitical, but instead are always engaged in broader social issues of power, identity, and belonging.

Public history takes many forms—we can see it every time that the past is invoked within a public-facing setting, such as a museum exhibition, a historic house, a Hollywood film, or a public statue. This semester, the course has been redesigned thanks to a grant from the Lumina Fund for Racial Justice and Equity. The themes of racial justice and equity are a perfect fit for the study of public history, because there is, in fact, no such thing as public history that does not have an agenda: whether to prop up those who already have power, or to challenge that power. While our focus will be on race, which we will explore through regular Intergroup Dialogue sessions in class, students will also learn about attempts to challenge and re-interpret dominant historical narratives in public spaces through emphasis on local histories, the histories of women, workers, and queer people.

LEARNING OUTCOMES

The learning outcomes for this course include:

- Students will develop a better understanding of race and other aspects of identity, and explore how these have meaning in their own lives through dialogue with their peers
- Students will learn how to analyze a range of cultural texts, including public history events and exhibits, monuments and memorials, and plays about the past
- Students will learn and practice how to perform historical research using published, internet, and archival sources
- Students will collaborate to develop a walking tour of one of the original common spaces of the Newark colony
- Students will learn and practice basic interviewing and audience research techniques

GOOGLE CLASSROOM

In addition to the standard Blackboard page provided for this course, you will be using Google Classroom for such things as:

- Accessing assigned readings/videos/links, etc.
- Completing the “Reflection and Reading Response” homework due each class session
- Submitting written work
- Receiving feedback on homework and other assignments
- Collaborating on group work

Please join Google Classroom as soon as possible, because you will need it in order to access the homework assignment for Monday’s class:

1. Visit www.classroom.google.com
2. Mouse over the circle in the top right corner of your screen to make sure that you are signed in using your “scarletmail” account from Rutgers (rather than any other Google or gmail account that you may have)
3. When prompted, enter the class code: **bvuzgoy**

REQUIREMENTS AND GRADING

20% Class Preparation and Participation

- Attendance is required, and is especially important due to the emphasis in this course on dialogue and group work. See full details under “Policies” below.
- By midnight the night before each class, students are required to post a brief response to questions on Google Classroom, which address the previous class session and as well as the assigned readings. These responses will be graded credit/no-credit, based on thoughtful reflection and engagement with the assigned material, and on-time submission.
- This class will contain several Intergroup Dialogue (IGD) sessions. Your active participation is expected in all class sessions, but since IGD may be new to many of you, I’d like to clarify the additional expectations:
 - Each student is expected to contribute to each dialogue and to engage in related activities in each session. While it is perfectly normal and legitimate to have “peaks and valleys” of participation, total silence and lack of engagement will be taken into account for this portion of the grade. You will receive fair warning from me about any lack of participation on your part before the end of the dialogue.
 - Being prepared for the dialogue is taken into account as participation. Thus, you are expected to read/view/prepare the materials assigned to you before the dialogue starts. Because dialogues have a small number of participants, your level of preparation will immediately become obvious.
 - Note: Your participation grade is NOT based on your agreement or disagreement with the perspectives raised by Professor Monteiro (who may raise multiple perspectives as a part of the dialogue process). The primary goal of dialogue is to create understanding across different perspectives, not converting to or away from any single perspective. All that is asked of you is participation in good faith to the goal of creating understanding across difference.

- 20% **Field Trip Participation and Reflection Paper**
After each of the two required field trips (Tuesday, February 5, 6:30-9:30 in Princeton, NJ; and the first week of April, in Lower Manhattan, date and time TBA), students will write a 2-3 page reflection on the trip, including their observations of the public history audiences they encountered, what it felt like, what kinds of questions it raised for you, as well as specific examples of how your experience relates to the class readings and conversations, and to questions of racial justice and equity. These reflections are due no later than one week after the field trip/make-up.
- 10% **Monument Report**
Due: March 27: Students will sign up to research a monument or memorial in Newark, using tools from the library and the internet, as well as on-site observation and interviews, in order to answer questions such as, who erected it? Why? What does it mean to people in the area today?
- 10% **Public History Volunteer Work**
Each student will volunteer for five hours to help out with a public history institution, event, exhibition, etc. Keep a journal of your experiences (whether you do the 5 hours all on one day, or spread out over multiple days); and write a 2-3 page account of what it was that you did, what it felt like, what kinds of questions it raised for you, as well as specific examples of how your experience relates to the class readings, field trips, and dialogues. You should consult with me about the organization or event you wish to volunteer for in advance; and I will provide a list of opportunities. These hours need to be completed during the months of February and March, and your paper submitted by April 1.
- 40% **Final Project**
During the final month of the course, the class will work together to create a walking tour of Washington Park in Newark, addressing the indigenous and early Puritan settlement, as well as the monuments and memorials on that site today. The class as a whole will strategize about the structure, approach, style, and target audience of the tour; students will then work in small groups, each of which will research, develop, write, and prepare to deliver the “script” for one stop on this walking tour. At the end of the semester, the tour will be advertised to members of the public, and the class will present it. After this public tour, each student will submit their own brief reflection on the project.

Extra Credit

You can boost your final grade by up to 3% by attending a public history event or visiting a history museum or historic site, and then reflecting on the experience, including a description of the event/museum (in terms of content, audience, quality, etc.), at least two pictures you took of the event/exhibit, etc., and discussion of explicit connections to the material we have covered in class. This reflection can take the form of *either*: a well-organized, proofread, spellchecked, properly cited 2-3 page paper; *or* a polished, 5-minute PowerPoint presentation to the class. I will make note of appropriate events throughout the semester (a few are included here in the syllabus); and you are welcome to email me for approval of any other events or museums that you would like to attend for extra credit.

POLICIES

Academic Integrity All assignments submitted for this class must be your own original work, and information derived from other sources—whether or not you quote it directly—must be cited appropriately. All instances of plagiarism and cheating will be investigated fully, in accordance with the Rutgers Policy of Academic Integrity (<http://academicintegrity.rutgers.edu>).

Accommodations If you require accommodations to meet course requirements, please inform me as early in the semester as possible. If you do not already have a Letter of Accommodation, please contact the Office of Disability Services to obtain one (<https://ods.rutgers.edu/>).

Attendance Students are expected to make every effort to attend class regularly. Excused absences are defined by the course catalog as: “illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.”

In order for an absence to count as excused, you must:

1. Provide written documentation, ideally emailed to me as an attachment (a photograph of your note taken with your phone is ideal).
2. Complete the assignments (readings, etc) for the missed class, as well as the homework questions on Google Classroom.

After any absence—excused or unexcused—students are encouraged to meet with me during office hours (or make an appointment), to review the readings and homework questions, and get caught up on the material covered in the missed class.

For each unexcused absence beyond three, your FINAL GRADE will drop by 5%. **Any student who misses eight or more sessions through any combination of excused and unexcused absences cannot earn credit in this class. Such students should withdraw to avoid getting an F.**

Communication Unless it is a truly urgent matter, please do not approach me with questions or concerns prior to the start of class, during the time I need to set up. I may have time after class to talk, but by far the best way to communicate with me outside of class is to come to office hours—or, if you are unable to come at those times, email me to set up an appointment. Prior to emailing me with a question related to the course, please check the syllabus and Google Classroom to make sure that it is not already answered there. **I will respond to emails within 24 hours, so please plan ahead if you have a time-sensitive question related to an assignment.**

Electronics Policy I encourage the use of laptops and tablets in class for the purposes of accessing the readings, taking notes, and collaborating on group work. Beyond that, you are all adults and can make your own choices. I do encourage you to be considerate of those around you: taking the time to silence your cellphones, and refraining from texting, checking email, social media, etc, during class will reduce distractions for your fellow students.

Field Trips Because we are studying *public history*, it is essential that we do more than simply read about public history events and institutions, but also gain experience with them. For this reason, the two field trips in this course are required. If you are unable to join the rest of the class on the day of a field trip, you must make-up the visit within one week so that you do not fall too far behind the rest of the class. As soon as you know that you cannot join the scheduled time, please inform me, so that I can help you procure the necessary tickets at a time when you can go.

Written Work All written work must be submitted both in hardcopy in class AND on Google Classroom, unless otherwise specified. I prefer basic 12-point font with one-inch margins. Page limits must be adhered to – if you’ve written too much, it is important to learn how to edit your work down to the appropriate size. Late work will be penalized an automatic ½ letter grade reduction for each day (i.e., the maximum grade that can be earned on a paper that is turned in the day after it is due is an A, the following day an A-, etc.), unless an official excuse is provided.

LECTURES AND READING ASSIGNMENTS

There is only one required text for this course, which can be purchased at the campus bookstore and on Amazon:

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston, MA: Beacon Press, 2015).

→Note: the earlier edition (with a red cover) is also fine – the pagination is identical

All other required readings and online exercises will be posted on Google Classroom or distributed in class.

Please budget approximately \$80 to cover the two field trips (this includes roundtrip transportation from campus).

Bring your readings and a *physical* notebook in which to take notes with you to every class
You will also be asked to bring laptops/ tablets from time to time

Wednesday, January 23

Introductions: Public History and Why it Matters

Monday, January 28

Making History

- *Silencing the Past*, Prologue
- *Silencing the Past*, Ch. 1: “The Power in the Story”

Wednesday, January 30

Race, Racism, Racial Justice and Equity

- Beverly Tatum, “The Complexity of Identity: ‘Who Am I?’”
- Allan G. Johnson, “The Social Construction of Difference”
- Iris Marion Young, “Five Faces of Oppression”
- Jamie Merisotie, “Addressing Hate: Lumina’s Response”

Monday, February 4

Selecting Memory

- *Silencing the Past*, Ch. 2: “The Three Faces of Sans Souci: Glory and Silences in the Haitian Revolution”

Tuesday, February 5

Field Trip: "The Niceties" at the McCarter Theater in Princeton (arrive by 6:30pm)

Wednesday, February 6

Public History of Slavery in Pop Culture

- Ebony Elizabeth Thomas, Debbie Reese, Kathleen T. Horning, "Much Ado About A Fine Dessert: The Cultural Politics of Representing Slavery in Children's Literature"
- Selected reviews and interviews related to "The Niceties"

Extra Credit Opportunity: "Reclaiming Black Newark" 2:30-3:50pm, Essex Room in Robeson

Monday, February 11

Unthinkable Histories

- *Silencing the Past*, Chapter 3: "An Unthinkable History: The Haitian Revolution as a Non-event"

Wednesday, February 13

How Does Race Get Into Public History?

- Bobbie Harro, "The Cycle of Socialization"
- Kimberly Roppolo, "Symbolic Racism, History, and Reality: The Real Problem with Indian Mascots"
- George Lipsitz, "The Possessive Investment in Whiteness"

Saturday, February 16

Extra Credit Opportunity: Marion Thompson Wright (MTW) Lecture Series, "The Erotic as Power: Sexuality and the Black Experience," Robeson, Essex Room, 9:30am-3:30pm (you need only attend and write/present on either the first half, or the second half – before or after the lunch break)

Monday, February 18

Power and Commemoration

- *Silencing the Past*, Ch. 4: "Good Day, Columbus"

Wednesday, February 20

Rutgers 250 and Conklin 40

- Rutgers Magazine, Special Commemorative Issue: "Celebrating 250 Years: A Revolutionary Idea in Education"
- Selected Materials from the 40th Anniversary of the Liberation of Conklin Hall

Thursday, February 21

Extra Credit Opportunity: Black Organization of Students Alumni Association, Panel on the Liberation of Conklin Hall (location and time TBA)

Monday, February 25

History and its Publics

- *Silencing the Past*, Chapter 5: "The Presence in the Past"
- *Silencing the Past*, Epilogue

Wednesday, February 27

Tourism, Heritage, and Imperialism

- Selections from Dean MacCannell, *The Ethics of Sightseeing*
- Selections from Patricia de Santana Pinho, *Mapping Diaspora: African American Roots Tourism in Brazil*

Extra Credit Opportunity: "Black Women Writing Black Histories: Uncovering and Narrating the Enslaved Past," Robeson, Essex Room, 6-8pm

Monday, March 4

Public History and Settler Colonialism

- Douglas Hunter, "Introduction" to *The Place of Stone: Dighton Rock and the Erasure of America's Indigenous Past*

Wednesday, March 6

Towards Racial Justice and Equity

- Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing"
- Barbara J. Love, "Developing a Liberatory Consciousness"

Monday, March 11

Digital History and Public Histories of Immigration

- Assignments TBA

Wednesday, March 13

Public History and/as Protest

- Sebastià Plà, "Youth, Resistance, and Public Uses of History in Mexico," *Public History Weekly*
- 99% Invisible's podcast episode 331: "Oñate's Foot"
- Selected material about #StrikeDownSam at University of North Carolina, Chapel Hill, and Black Walk 50 at Brown University

SPRING BREAK (no class, March 18 & 20)

Monday, March 25

Unofficial Memorials

- Iain J.M. Robertson, "Heritage from Below: Class, Social Protest, and Resistance" *Ashgate Research Companion to Heritage and Identity*

Wednesday, March 27

Newark's Official History

Monument Report Due

FIELD TRIP: Public History in New York City, date and time TBA

Monday, April 1

Walking Tours

- Readings TBA

Wednesday, April 3

Indigenous and Settler Contexts

- Jean M. O'Brien, Ch. 2, "Replacing: Historical Practices Argue that Non-Indians Have Supplanted Indians" in *Firsting and Lasting: Writing Indians Out of Existence in New England*
- Selections from Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*.

Monday, April 8

Newark's and Rutgers' History of Native Dispossession

- Selections from Marisa J. Fuentes and Deborah Gray White, eds., *Scarlet and Black, Vol. 1: Slavery and Dispossession in Rutgers History*.
- Selected material on the early settlement of Newark

Wednesday, April 10

Debate: Confederate Monuments After Charlottesville

Monday, April 15

Group Work on Projects

Wednesday, April 17

New York-Newark Public History Project and Monument Lab

Monday, April 22

Group Work on Projects

Wednesday, April 24

Intergroup Dialogue about the Final Project

Monday, April 29

Group Work on Projects

Wednesday, May 1

Group Work on Projects

Monday, May 6

Full Run-Through of Walking Tour

Monday, May 13, 8:30-11:30am

Walking Tour offered to the general public

Wednesday, May 15

Final reflection on group project due