

Introduction to Public History

21:512:217:01

Mondays, 230pm-350pm

Wednesdays, 100pm-220pm

Conklin 346

Instructor Information:

Mary Rizzo

Assistant Professor of History

Office: Conklin 247A

Office Hours: Wednesdays, 230pm-500pm and by appointment

Email: mary.rizzo@rutgers.edu

Twitter: @rizzo_pubhist

Course Description:

The stories we tell about the past are often hotly contested. Recent debates over the confederate flag and confederate monuments show that just because something happened more than a century ago, it still matters deeply to defining who counts as part of our society and who is excluded.

Understanding, examining, and producing stories about the past for public audiences is the heart of the field and career known as public history. In this class, we will delve into public history through case studies of public history controversies, including around reenacting slavery. We will examine the tools and methods that public historians use to talk about the past, focusing on exhibits, reenactment and public programs. We will analyze how we know what we know about the past by learning about archives. We'll think about the power of history to shape what we know about the present in controversial topics like immigration. Finally, we'll consider how public history can help create more just and equitable societies in the future.

Expectations, Cell Phones and Laptops:

Through class discussion, students will interact with the materials, the instructor, and their peers. In the process, you will practice public speaking skills, and engage critically with the arguments and evidence of the texts. Students will also regularly practice their writing skills in essay exams and papers. In both the written assignments and the class discussions, students will develop their analytical skills by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

Please set your cell phones to the "silent" notification mode during class sessions. Do not use your cell phone to call or text, etc. during class meetings. Laptops may be used for the sole purpose of taking notes. Please do not audio or video record class meetings or lectures. You are also expected to refrain from distracting and disruptive behaviors (i.e. "chatting" during lectures/discussions). Feel free to eat during class, but be respectful of other students and me (i.e. no foods that are loud to eat, etc..).

Objectives:

By the end of this class, students will be able to:

- Define public history;

- Become more critical consumers of historical narratives in public, such as those in the news, popular culture, exhibits, etc.;
- Discuss how historians create stories about the past;
- Analyze historical narratives, exhibits, and documents;
- Connect the presentation of history with contemporary issues;
- Synthesize readings in original academic analyses.

Attendance and Participation:

You will be expected to attend class having completed readings and assignments and be prepared to actively participate. Bring your readings with you to each class meeting to facilitate discussion.

Attendance is mandatory. Four unexcused absences lower your final grade by one letter grade. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F. Class absence may be excused in case of 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. All other absences including those due to a job or an interview will NOT be excused. For further detail on university regulations on class attendance see http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html

Academic Integrity:

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one's own, and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on each exam. "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

I strictly follow the University's rules regarding plagiarism and other academic irregularities. Please consult me if you have any questions about what is and is not appropriate regarding the use of sources or citation.

Assignments and Grading:

- Participation and Attendance: 10%
- Surprise Reading Quizzes: 10%
- Historical Markers Paper: 5%, Due February 5
- Exhibit Review Paper: 10%, Due March 2

- Three-quarter Term Exam: 30%, In Class on April 1
- Group Project Presentation: 15%, Due April 29 or May 4
- Final Portfolio: 20%, Due May 11

Grading Scale:

- A = 90-100
- B+ = 85-89
- B = 80-84
- C+ = 75-79
- C = 70-74
- D = 59-69
- F = 0-58

Late Assignments:

I expect assignments to be completed on the day they are due. Any late submissions without an approved excuse will lose a half-grade every day it is late.

Required Texts:

There is one required text for this course:

Introduction to Public History: Interpreting the Past, Engaging Audiences, by Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum (Rowman and Littlefield, 2017)

You should purchase or borrow it from the library prior to class.

All required readings will be available through Blackboard or online. Additional materials, including films or other media, may be required as well.

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- Religious Holiday Policy and Accommodations: Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- Counseling Services: Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- Students with Temporary Conditions/Injuries: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- Students Who are Pregnant: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- Gender or Sex-Based Discrimination or Harassment: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

Learning Resources:

- Rutgers Learning Center (tutoring services) Room 140, Bradley Hall (973) 353-5608 <https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops), Room 126, Conklin Hall (973) 353-5847 nwc@rutgers.edu <https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

Weekly Schedule:

January 22: Class Intro

January 27: Power of History

Kali Holloway, "'Loyal Slave' Monuments Tell a Racist Lie About American History," *The Nation*. (BB)

Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America*, excerpt, 13-19. (BB)

January 29: What is Public History?

Introduction to Public History, chapter 1, "Introducing Public History."

Larry Borowsky, "Telling a Story in 100 Words." (BB)

For class: take a photo of a historical marker, statue, named building, or other historical commemoration that you see in your daily life. Who is it of? When was it made? What does it mean? Be prepared to discuss.

February 3: Historical Thinking

Introduction to Public History, chapter 2, "Thinking Historically."

February 5: Public History Ethics and Mission Statements

AASLH Statement of Standards and Ethics, 2018 (BB)

National Council on Public History, 2007 Code of Ethics and Professional Conduct (BB)

American Association of Museums, "Developing an Institutional Code of Ethics." (BB)

Jeanne Vergeront, "Mission Check,"

<https://museumnotes.blogspot.com/2012/02/mission-check.html>

American Association of Museums, Developing a Mission Statement (BB)

DUE: Historical Marker by email to mary.rizzo@rutgers.edu

February 10: Archives and History

Introduction to Public History, chapter 4, "Collecting History."

February 12: Case Study of Queer Newark Oral History Project

"A Community's Response to the Problem of Invisibility," *QED*. (BB)

February 17: Exhibits

Introduction to Public History, chapter 5, "Interpreting and Exhibiting History."

February 19: Community Archives

"Newark archivist revives lost history of Puerto Rican riots," NJ.com,

https://www.nj.com/essex/2016/03/newark_archivist_revives_lost_history_of_puerto_ri.html

In-Class: Visit Hispanic Resource Information Center, Newark Public Library
Guest Presentation: Yesenia Lopez, Director, NJ Hispanic Research & Information Center

February 24: Audiences

Introduction to Public History, chapter 6, "Engaging Audiences."

February 26: Using Social Media for Public History

“All Poetry to the People! Black Arts Movement Poetry as Public History,”
History@Work, <https://ncph.org/history-at-work/black-arts-movement-poetry-as-public-history/>

“Decolonizing the Digital Literary Canon through Digitizing “Chicory,”” History@Work,
<https://ncph.org/history-at-work/decolonizing-the-digital-literary-canon/>

“Doin’ it for the Gram: How Baltimore’s Chicory Revitalization Project uses Instagram to Engage the Public,” History@Work, <https://ncph.org/history-at-work/doin-it-for-the-gram/>

Guest Presentation: Sydney Johnson, PhD student in American Studies

March 2: Interactivity

Introduction to Public History, chapter 7, “Engaging Audiences: Case Studies from the Field.”

DUE: Queer Newark Exhibit Review by email to mary.rizzo@rutgers.edu

March 4: Slavery and Memory

James O. Horton, “Slavery in American History: An Uncomfortable National Dialogue.”
(BB)

March 9 Should Public Historians Reenact Slavery?

“Slave Auction Divides Crowd in Williamsburg,” *Baltimore Sun*, 1994. (BB)

“Fifth-graders at D.C. School were asked to Simulate Enslavement,” *SFGate*, 2019. (BB)

“The Slave Revolt Reenactment Taking Over New Orleans,” *Citylab*, 2019. (BB)

March 11 Exhibiting Art for Social Justice

Field Trip: Paul Robeson Galleries, 3rd floor, Express Newark
Guest Presentation: Anonda Bell, Director and Chief Curator

March 23 Connecting Past and Present

See You in the Streets, excerpts, p. 9-29; 89. (BB)

“Five years after deadly factory fire, Bangladesh’s garment workers are still vulnerable,”
The Conversation. <https://theconversation.com/five-years-after-deadly-factory-fire-bangladeshs-garment-workers-are-still-vulnerable-88027>

March 25 Chalk

See You in the Streets, excerpts, p. 113-119; 163-170. (BB)

March 30 Chalk Talk Back, Exam Review and Group Project Prep

April 1: In-class Exam

April 6: Group Project Day

April 8: Envisioning the Nation: Immigration

Sarah Pharaon, "Using Dialogue to Interpret Immigration: The National Dialogues on Immigration Project," excerpts, p. 12-23. (BB)

Becky Little, "The Birth of Illegal Immigration," <https://www.history.com/news/the-birth-of-illegal-immigration>

Field Trip to the Tenement Museum

We will take a guided tour of a tenement house to learn about interpreting immigration then and now. The tour is FREE but any transportation costs are yours. You are responsible for getting to NYC on time on your own.

EXACT DATE TBD

IF YOU CANNOT ATTEND THE FIELD TRIP: You will listen to two episodes of your choice of the Tenement Museum's podcast, "How to Be American" (<https://www.tenement.org/podcast/>). You will write a response paper to these episodes, describing what you learned, reviewing the usefulness of the podcast as a tool for public history, and discussing whether the Tenement Museum is presenting a particular perspective on immigration. Requirements: 500-750 words, DUE: April 20 by email to mary.rizzo@rutgers.edu. If the paper is not submitted, you will lose attendance and participation points in your final grade.

April 15: Ellis Island

Daniel Walkowitz, "Ellis Island Redux." (BB)

DUE: Draft of museum name, mission statement, and museum and exhibit description by email to mary.rizzo@rutgers.edu

April 20: Post-1965 Immigration

Felix V. Matos Rodriguez, "The Browncoats are Coming: Latino Public History in Boston," *The Public Historian*. (BB)

April 22: Group Project Day

April 27: Your Future in Public History

Public history navigator (BB)

Introduction to Public History, chapter 8, "Putting Public History to Work in Your World."

April 29: Group Presentations

May 4: Group Presentations

May 11: Due: Final Portfolio, Powerpoint and self-assessment by email to mary.rizzo@rutgers.edu