

# Western Michigan University Department of History

## HIST 3404, Introduction to Public History, Fall 2016

TR 11:00-12:15, Kohrman Hall 02258, 3 undergraduate hours

Instructor: Dr. David Benac

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Office Hours: TR 9:00-11:00. If you have any questions about the class or need assistance please do not hesitate to ask.

**The use of cell phones/tablets/laptops or other digital devices is not permitted in class at any time unless exclusively used for purposes directly relevant to this class. Deviations from this policy will not be tolerated.**

**Course Description:** Origins and objectives of public history as a philosophy of history and as a discrete field of study and research. Examination of social, economic, political and cultural changes pertinent to the field. Introduction to the characteristics and interrelationships of the major components of public history including historic preservation, museology, cultural resources, environmental applications, memory, and heritage tourism.

**Program Goals Addressed in the Course:** In this course students will learn Public History theory and research practices, while developing skills essential in a career in public history including: 1) knowledge of the codes of professional ethics approved by organizations such as the National Council on Public History, the American Association of Museums, the American Association for State and Local History and the application of these codes in their work; 2) the historical development of public history; 3) communicating with public audiences; 4) locate and analyze primary source data useful for public history.

**Course Outcomes:** At the conclusion of this course students will have improved their skills for reading analytically, writing effectively, and researching with purpose. Students will meet practicing professionals in public history and learn of the opportunities and complexities in the field.

**Required Texts (all texts available at the WMU bookstore):** You are responsible for assigned reading beginning in the first week. It is not an acceptable excuse to postpone the purchase of textbooks because your financial aid has not yet processed. WMU has created a short-term loan program for students who are unable to purchase textbooks at the beginning of class because pending financial aid has not yet processed. You can access the program here:

<https://wmich.edu/broncoexpress/shorttermloans>

Seth Bruggeman, *Born in the U.S.A.: Birth, Commemoration, and American Public Memory* (also available on 2-hour reserve at Waldo Library)

Amy Tyson, *The Wages of History: Emotional Labor on Public History's Front Lines*

Robert Post, *Who Owns America's Past?: The Smithsonian and the Problem of History*

Richard Longstreth, *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice* (also available on 2-hour reserve at Waldo Library)

James Feldman, *A Storied Wilderness: Rewilding the Apostle Islands*

**Course Assignments:** To succeed in this class you must critically read all assigned materials, participate productively in discussion, and convey your thoughts clearly in written form. There will be a mid-term and a final exam as well as 12 readings

reports.

The mid-term exam (10/20) will test your knowledge of the material covered in the first half of the course. You must bring an exam book.

The final exam will test your knowledge of the material covered in the second half of the course. You must bring an exam book.

Readings reports are due at the beginning of every Thursday class when there is not a quiz or an exam. These printed (hand-written submissions are not acceptable) reports (2-3 pages) will demonstrate familiarity with the reading assigned for the day and will be used for in-class discussions and group assignments. The reports can be in outline, bullet, or narrative form, but must be fully proofread for errors. They may be turned in digitally at the start of class if you are absent, but they will not be accepted late.

Participation is awarded based on your attendance, productive contributions to class, and any in-class work not otherwise specified on the syllabus.

Quizzes (if used) are in-class written assignments that will evaluate your understanding of the reading material and discussions. Quizzes are scheduled for the first fifteen minutes of class. There is no make up for quizzes. Late arrivals must turn in their quizzes at the appointed time. We will not be using quizzes unless necessary to incentivize reading.

**Course Grading Policies:** All grades will be posted in the Elearning system's grade book.

Assignment	Percentage of final grade
Readings reports (12)	30% aggregate
Mid-term exam	30%
Final exam	30%
Participation	10%

**Course Grade Scale:**

Grade	Honor points	Numerical Value/Significance
A	4.0	90% outstanding, exceptional, extraordinary
BA	3.5	85%
B	3.0	80% very good, high pass
CB	2.5	75%
C	2.0	70% satisfactory, acceptable, adequate
DC	1.5	65%
D	1.0	60% poor
E	0.0	59% failing
X	0.0	failure (unofficial withdrawal)
W		official withdrawal
I		incomplete

CR	credit
NC	no credit
AU	audit (noncredit enrollment)

**Course Calendar:** All reading is due by the beginning of class. Unless specified otherwise readings from books are due on Tuesday and readings from articles are due on Thursday.

Week of:

9/6: What do historians do?

Readings due on Thursday:

Bruggeman, Introduction and Chapter I

9/13: Public history; Historiography; Memory; Audience

Bruggeman, Chapters 2, 3, 4, 5, 6, and 7

Donald Ritchie, "When History Goes Public: Recent Experiences in the United States," *Oral History* (2009); Theodore Karamanski, "History, Memory, and Historic Districts in Chicago," *TPH* (2010); and Hilda Kean, "People, Historians, and Public History: Demystifying the Process of History Making," *TPH* (2010)

9/20: Museums; Family history; Public history research

Bruggeman, Chapters 8, 9, 10, 11, and Conclusion

Reiko Hillyer, "Relics of Reconciliation: The Confederate Museum and Civil War Memory in the New South," *TPH* (2011); and Hilary Lowe, "Dwelling in Possibility: Revisiting Narrative in the Historic House Museum," *TPH* (2015)

9/27: Oral history; Communication

Tyson, Introduction and Part I

Timothy Minchin, "'It Tears the Heart Right Out of You': Memories of Striker Replacement at International Paper Company in De Pere, Wisconsin, 1987-88" *Oral History Review* (2004); Donna Ryan, "Deaf People in Hitler's Europe: Conducting Oral History Interviews with Deaf Holocaust Survivors," *TPH* (2005); and Nancy Mirabel, "Geographies of Displacement: Latina/os, Oral History, and the Politics of Gentrification in San Francisco's Mission District," *TPH* (2009)

10/4: History in film

Tyson, Part II and Epilogue

Robert Rosenstone, "The Reel Joan of Arc: Reflections on the Theory and Practice of the Historical Film," *TPH* (2003); Cindy Ott, "A Visual Critique of Ken Burns's *The National Parks: America's Best Idea*," *TPH* (2011); and Allison Perlman, "Deadwood, Generic Transformation, and Televisual History," *Journal of Popular Film and Television* (2011)

Guest Speaker on Thursday:  
Christy Kincaid, Kalamazoo Air Zoo

10/11: Authenticity

Post, Chapters 1, 2, 3, 4, and 5

Suzannah Lipscomb, "Historical Authenticity and Interpretive Strategy at Hampton Court Palace," *TPH* (2010)

Guest Speaker on Thursday:  
Ashley Deming, Michigan Maritime Museum

10/18: Heritage tourism; Cultural resources; History and heritage

Post, Chapters 6, 7, and 8

Gerald Fical, "Between War and Tropics: Heritage Tourism in Postwar Okinawa," *TPH* (2008); Adam Steinberg, "What We Talk About When We Talk About Food: Using Food to Teach History at the Tenement Museum," *TPH* (2012); and Lara Rutherford-Morrison, "Playing Victorian: Heritage, Authenticity, and Make-Believe in Blists Hill Victorian Town, the Ironbridge Gorge," *TPH* (2015)

Midterm Exam on Thursday

10/25: National parks and historic sites

Post, Chapters 9, 10, 11, and Epilogue

Robert Hayashi, "Transfigured Patterns: Contesting Memories at the Manzanar National Historic Site," *TPH* (2003); James Miller, "Mapping the Boosterist Imaginary: Colonial Williamsburg, Historical Tourism, and the Construction of Managerial Memory," *TPH* (2006); and Janet McDonnell, "World War II: Defending Park Values and Resources," *TPH* (2007)

11/1: Historic preservation

John Sprinkle, Jr., "'Of Exceptional Importance': The Origins of the 'Fifty-Year Rule' in Historic Preservation," *TPH* (2007); Shantia Anderheggen, "Four Decades of Local Historic District Designation: A Case Study of Newport, Rhode Island," *TPH* (2010); Stephanie Aylworth, "A Multifaceted Approach to Historic District Interpretation in Georgia," *TPH* (2010); Amy Facca and J. Winthrop Aldrich, "Putting the Past to Work for the Future," *TPH* (2011); Neville Agnew, Martha Davis, and Wang Xudong, "The Enduring Collaboration of the Getty Conservation Institute and the Dunhuang Academy in Conservation and Management at the Buddhist Cave Temples of Dunhuang, China," *TPH* (2012)

Readings for Thursday:

Martin Rosen and James Fisher, "Chicano Park Murals: Barrio Logan, City of San Diego, California," *TPH* (2001); Summer Cherland, Deirdre Clemente, and Andy Kirk, "What Happens in Vegas: Historic Preservation and Sustainable Public History in Sin City," *TPH*

(2014)

11/8: Historic preservation and landscape; All history is local

Longstreth, Introduction and Part I

Peter Goin and

Elizabeth Raymond, "Living in Anthracite: Mining Landscape and Sense of Place in Wyoming Valley, Pennsylvania," *TPH* (2001); Donald Hardesty, "Issues in Preserving Toxic Wastes as Heritage Sites," *TPH* (2001); and Frederic Quivik, "Integrating the Preservation of Cultural Resources with Remediation of Hazardous Materials: An Assessment of Superfund's Record," *TPH* (2001)

11/15: Public history and the environment

Longstreth, Part II

Jason Kruptar, "Burying Atomic History: The Mound Builders of Fernald and Weldon Springs," *TPH* (2007); and David Glassberg, "Place, Memory, and Climate Change," *TPH* (2014)

11/22: History for profit, the public historian as activist

History for profit:

Philip Cantelon, "The Business of Professional History," *TPH* (1999); Christopher Castaneda, "Writing Contract Business History," *TPH* (1999); Patrick O'Bannon, "Organizing and Lobbying for Multidisciplined Professionals: The First Years of the American Cultural Resources Association," *TPH* (2000); Matthew Godfrey, "The Problems with Publishing: Obstacles Faced by History Consultants in Publishing Their Work," *TPH* (2008); Keith Zahniser, "Why Litigation-Driven History Matters: Lessons Learned from the Secret History of TCE," *TPH* (2015); Michael Brescia, "Bridging Troubled Waters: Historians, Natural Resource Litigation, and the Expert Witness Phenomenon," *TPH* (2015)

Historian as activist:

Kari Forbes-Boyte, "Respecting Sacred Perceptions: The Lakotas, Bear Butte, and Land-Management Strategies," *TPH* (1996); Bruce Craig, "Historical Advocacy: The Past, Present, and Future" *TPH* (2000); Ruth Abram, "Kitchen Conversations: Democracy in Action at the Lower East Side Tenement Museum." *TPH* (2007); Robert Krim, "At the Corner of History and Innovation: Using Public History to Influence Public Policy," *TPH* (2010); Tom Dawson, "A View from Scotland's Coast," *TPH* (2014);

No class on Thursday—Thanksgiving Break

11/29: New media; Archives; Historical editing

Feldman, Introduction and Chapters 1, 2, and 3

Andree, Gendreau, "Museums and Media: A View from Canada," *TPH* (2009); and Michelle Caswell, "Seeing Yourself in History: Community Archives and the Fight Against Symbolic

Annihilation," *TPH* (2014)

12/6; Ethics; the big picture

Feldman, Chapters 4, 5, 6 and Epilogue

Ronald Tobey, "The Public Historian as Advocate: Is Special Attention to Professional Ethics Necessary," *TPH* (1986); Theodore Karamanski, "Reflections on Ethics and the Historical Profession," *TPH* (1999); Jo Blatti, "Harry Miller's Vision of Arkansas, 1900-1910: A Case Study in Sponsored Projects," *TPH* (2006); Randall Jimerson, "Ethical Concerns for Archivists," *TPH* (2006); and Sharon Babaian, "So Far, So Good: Ethics and the Government Historian," *TPH* (2006)

Exam week

**Academic Ethics and Integrity:** Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**Classroom Decorum & Etiquette:** Every member of this learning community has the right to freely express his/her opinion as long as this is done in such a way as to not impede the rights of other members of the learning community. Along this line, it is expected that all participants in this class will treat all others with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the learning environment will not be tolerated. If any participant in the class has a concern regarding another participant's behavior he/she is encouraged to speak with the instructor.

**Specific Needs:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387--- 2116, at the beginning of the semester. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

**WMU E-Mail Account is the Official Channel of Communication:** Students are expected to use their WMU e--- mail accounts regularly, as this is the official channel of communication between the University and student. Students receive notifications of class cancellations, campus emergencies and closures, and other important information through this channel. Problems sending or receiving e--- mail through the WMU address may be addressed at the Help Desk (387--- HELP), online at <http://www.wmich.edu/oit/helpdesk/>, or in person at the front desk in any on--- campus computer lab.

**Non--Discrimination Policy:** Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of

employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

**WMU Human Rights Statement:** It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

**Sexual and Gender-Based Discrimination/Harassment:** Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)